Candidates for ASA Offices, Council, Committees

The American Sociological Association wishes to extend its congratulations to all candidates for ASA Offices, Council, the Committee on Publications, the Committee on Nominations, and the Committee on Committees. Current members will receive ballots no later than May 15, 1995. Nominated candidates are as follows:

President
Charles Bonvouloir, University of Texas-Austin
Neil Jacobson, University of Nebraska-Lincoln

Vice President
Douglas McAdam, University of Arizona
Charles W. Mills, Harvard University

Council
Barry Adam, University of Windsor
Cheryl Townsend-Gilles, Colby College
R. Fagin, University of Florida
Sibila Petruza, University of Michigan
Ruben Ramirez, San Diego State University

Gary D. Sandefur, University of Wisconsin-Madison
David A. Snow, University of Arizona
Howard Taylor, Princeton University

Committee on Publications
C. Matthew Snipp, University of Wisconsin-Madison
Wendy Grinstead, University of Chicago
Pepper J. Schwartz, University of Washington-Seattle
A. Gary Dhorkin, University of Houston

Committee on Nominations
District One
William Beatty, University of California-Santa Barbara

District Two
Dudley Poston, Texas A & M University
Charles Tolbert, Louisiana State University

Committee on Nominations
District One
William Beatty, University of California-Santa Barbara

District Two
Dudley Poston, Texas A & M University
Charles Tolbert, Louisiana State University

AS A Meets with HHS Secretary Shalala

by Paula Trubisky, Special Assistant

On November 15, the executive officers of the American Sociological Association met with Health and Human Services Secretary Donna Shalala while in Chicago. At the meeting, Dr. Shalala, who was recently appointed as the Deputy Director for Extramural Research, discussed research on human sexuality and its significance for crafting social policy. Dr. Shalala was one of the principal investigators of the highly recognized study, "The Social Organization of Sexuality," the most comprehensive study of sexual behavior and attitudes of adults in the United States.

The meeting underscored the commitment of the Association to the focus on the social and behavioral sciences on issues of health. The health care professionals emphasized the need for effective public and private sector support for the long term building of such knowledge.

Secretary Shalala was particularly interested in how this line of research contributes to understanding such social problems as teenage pregnancy, child abuse, and sexual harassment and abuse.

Edward Laumann, the George Herbert Mead Distinguished Service Professor of Sociology at the University of Chicago; John Gagnon Professor of Sociology and Psychology at the State University of New York at Stony Brook; Robert Michael, the Elskeim Hastings Moore Distinguished Service Professor at the University of Chicago; and Stuart Michaels, a researcher at the University of Chicago, released the long awaited findings of their research on October 7, 1994. The study, which was initially presented in 1987 to gather reliable data on adult sexuality, is seen as a response to a national concern about the spread of AIDS. Despite the encouragement of federal agencies to sponsor the study, conservative forces in congress and the administration prevented the study from moving forward with government support. Eventually, the study received support from private foundations.

Secretary Shalala is someone who appreciates the value added of looking at the social and behavioral aspects of health and disease," said Levine. "She is interested in the research social scientists have done and in ensuring that scientific research is protected from political intrusion which harms the health and welfare of society."

AS A Adds Four New MOST Sites

by Paula Trubisky, Special Assistant

Departments of Sociology at the University of California, Santa Barbara; Pennsylvania State University; the University of Nebraska, Lincoln; and the University of Minnesota, Amherst will join Michigan State University and Texas A&M as the four new graduate departments participating in the Minority Opportunities Through School Transformation Program (MOST). The addition of these graduate departments completes the MOST Program's structure to change how departments educate a diverse faculty of the Midwest. A total of 36 PhD conferring departments and PhD level institutions are now participating in the Program.

"We were delighted with the quality of proposals we received from a wide range of departments. There is a lot of interest and creative ideas out there to create a truly diverse educational system," said Raron Torrescilla, immediate past director and current consultant to AS A's Minority Affairs Program.

The MOST program supports a strategy of incremental and enduring change by selecting undergraduate schools to work in partnership with graduate institutions to redesign the curriculum, recruitment, retention, academic climate, and mentoring practices at the undergraduate and graduate levels. The selected graduate departments will work intensely over the next four years to develop and initiate change in their programs. The undergraduate institutions began their programs of re-examination and change last spring. Summer workshops held by the graduate institutions provide an opportunity for experimenting with curriculum approaches and mentoring strategies. After completing the workshops, participating undergraduates return to their departments to continue their training in sociology and to work with their departments on change.

The original MOST (Minority Opportunities Through Summer Training Program) began in 1990 with an initiative to conduct intensive summer institutes to recruit and prepare minority undergraduates to pursue advanced degrees in sociology. In November, 1993, AS A received new Ford Foundation funding for MOST II, a program of change extending beyond recruitment and preparation of minority undergraduates. "Our new goal is to transform contemporary education by changing how higher educational institutions go about attracting, training, and retaining minority students for careers in sociology," said AS A Executive Officer Felicia J. Levine. "With these outstanding minority students and their mentors, and with department action plan in place, we can change the way we do business in Sociology and provide leadership for changing the rest of the higher educational system."

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7 Nominations Invited for Major AS A Awards

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9 More Section Awards
Seven Receive Small Grants; New Proposals Due

Seven of 19 proposals submitted for the June, 1994, grant round were funded by the ASA/NSF small grant program. The 1994 Fund for the Advancement of the Discipline (FAD). In making these selections, members of ASA Council's FAD Committee evaluated proposals that promised the development of the discipline—either through actual research projects or through conferences which bring scholars together to work on new ideas or developments. Topics should be cutting-edge and innovative, representing newly emerging, neglected, or overlooked areas or techniques of study. The incremental or unique contribution to advancing sociology is critical. For more guidelines, please write to: ASA/NSF Small Grant Program, 172 N Street NW, Washington, DC 20006.

Important Opportunity

ASA Staff Sociologist/Director of Minority Affairs

The American Sociological Association (ASA) is seeking a sociologist to join the professional staff and assume special responsibility for minority affairs. The position provides the opportunity to work with a like-minded group of other sociologists and staff. The role of society is to advance sociology; work on field developments, administer and promote ASA objectives and activities. The Minority Affairs Program currently consists of the Minority Fellowship Program, funded by the National Institute of Mental Health (NIMH); and the Minority Opportunities through School-to-Work Transitions Program, funded by the Ford Foundation. In addition to directing the Minority Affairs Program, the incumbent will have responsibility for at least one other core program, probably the Research on the Profession and Discipline Program. The applicant should have background in handling large scale data sets; using SPSS or SAS, writing research report, and implementing survey research. The new staff member, like other ASA staff members, will also serve as liaison to ASA committees. 

Proposals Due

The ASA/NSF Fund for the Advancement of the Discipline (FAD) invites proposals for the next round of its minority grant program. The program hosts two grant rounds yearly, with proposals due in December of each year. The overall purpose of the program is to support substantively important, ground-breaking, basic research which promises to advance

COSSA as Key

The Consortium of Social Science Associations (COSSA) held its Annual Meeting on November 21. For me, the meeting was an opportunity to observe the continued and growing significance of this organizational entity for the advancement of the social sciences. In terms of federal policy and federal funding, COSSA has been key to effective education and advocacy for the social sciences since its informal inception in 1981 and its official incorporation in 1982.

As many Footnotes readers know, the establishment of COSSA in 1981 coincided with the early years of the Reagan administration. At that time, signals pointed to the dramatic reduction of support for the social sciences in federal agencies and to the diminished emphasis on social science research and data in federal budget deliberations. COSSA was not only key in stopping the worst case scenario but also became instrumental in working with Congress to increase the federal budget for social science research by a factor of three. It has been COSSA’s mission to ensure that government stabilize a fragile situation and to generate support for rebuilding.

In the years that have been nurtured by COSSA, just in the last few years alone, COSSA has included the establishment of a separate Directorate for Social, Behavioral, and Economic Sciences at the National Science Foundation (NSF) and the adovement of the need for a well-positioned social science research establishment. The Social, Behavioral, and Economic Sciences Directorate of NSF is the former Director of Science and Technology Policy (see interview with OSTF’s Joyce Justus, page 3) and the creation of an Office of Behavioral and Social Science Research (OBSSR) at the National Institute of Health. In each of these, it is clear that COSSA’s efforts have produced real change. At NSF, COSSA efforts have been instrumental in building support for an interdisciplinary human capital initiative. With OBSSR, COSSA now coordinates a monthly meeting between representatives of the social and behavioral science associations and Joyce Justus. And, in relation to NIH, COSSA has been savvy and unassuaged in efforts to secure an effective OBSSR and give increased attention to the social aspects of health.

In DC there are coalitions of social science and then there are coalitions like COSSA. As implied by its name, COSSA is truly a working “consortium” of social and behavioral science associations. The members of COSSA that comprise its governance structure are the American Sociological Association, American Anthropological Association, American Economic Association, American Historical Association, American Political Science Association, American Psychological Association, American Society of Criminology, and the Statistical Association, Association of American Law Schools, Law and Society Association, and the Linguistic Society of America. For all of us dedicated to advancing the social sciences, COSSA is a key part of our strategy.

COSSA is “us,” and “we” are COSSA. Under the very able leadership of Executive Director Howard Silver, COSSA provides a framework for the social and behavioral sciences to work together to advance our common goals.

While these eleven associations constitute the core members of COSSA, there are over 90 affiliated associations, organizations, and institutions that are part of the COSSA family. In addition to COSSA, these affiliations are an integral part of the fabric of the organization and their perspectives inform COSSA’s action, activity, and interaction. For example, the Rural Sociological Society has co-sponsored Congressional briefings with COSSA. Executive Director Silver has presented and participated at the annual meetings of the Southern Sociological Society, the Midwest Sociological Society, and the North Central Sociological Association. And, the Eastern Sociological Society and the Southwestern Sociological Association are valued parts of the COSSA network.

Completing COSSA, the American Sociological Association over the past three decades has built an internal public affairs presence in order to advance sociology as a discipline and profession as well as to promote sound science policy. We could not have accomplished what we have, however, were it not for a very effective, ongoing collaboration with COSSA and continued active membership on COSSA’s Executive Committee and Board of Directors. We in the Executive Office routinely join with COSSA staff to coordinate activities and map strategies. There are times when both the ASA and COSSA presence is an added value. At other times, ours or the other body can and should take the lead. For sociology, the combined efforts of ASA and COSSA—in cooperation with academia, departments, and regional and allied associations—produce a network of communication and collaboration that works. However tough the issues under consideration at a COSSA Annual Meeting, this event is satisfying because it reflects our collective commitment to the social and behavioral science enterprises—within the social and behavioral sciences. COSSA is unique in the breadth of its reach! As we anticipate a new Congress and a new and challenging year ahead, we are well positioned by virtue of COSSA’s existence and its first-class professional staff. Yet, to work effectively with this new Congress and the current administration, ASA and COSSA need your support and help—Feliz J. Levine

Freitag Named AHA Executive Director

On October 1, 1994, Sandria Freitag began her five-year term as Executive Director of the American Historical Association. Her predecessor, Samuel R. Gammon, retired earlier this year and Deputy Executive Director, James Garret, served as the acting executive director during the interim.

Freitag completed her doctorate work in South Asian history at the University of California at Berkeley in 1980. Since then, she has expanded her interest and knowledge of South Asia. In her 1986 book, Collective Action and Community: Public Areas and the Emergence of Community in North India, 1870-1940 (University of California Press and Oxford University Press, Delhi), she analyzed the evolution of historically localized religious conflict and accommodation into a national phenomenon of “communal” strife that currently exists. She has also edited anthologies of essays on modern Indian history and co-edited works dealing with the current discourse on South Asia.

As an administrator at the Office of the President at the University of California, she coordinated relations among the university’s many segments. In maintaining a productive relationship with the California education system, she has been involved with California’s state universities, the University of California system, the Association of Independent Colleges and Universities, and the K-12 public schools.

Freitag also served the university’s representative at the Policy Board of the California State Social Science Project, an organization that works to raise the quality of history and social science teaching in California public schools.

The American Historical Association is a member of the Executive Committee of the Consortium of Social Science Associations (COSSA). The American Sociological Association looks forward to working with Dr. Freitag on issues relevant to COSSA, the American Council of Learned Societies, the National Humanities Alliance, and other areas.

NSF Renews FAD Support to ASA

The National Science Foundation is continuing its support of the ASA/NSF small grant program, Fund for the Advancement of the Discipline (FAD). The Association received $60,000 for two years of support. This award represents a 50% increase in funds per year over the prior award.

FAD aims to nurture the development of scientific knowledge by supporting small, ground breaking research initiatives and other important scientific activities. In particular, FAD fund support is aimed at subsidizing substandard, but invaluable form of entrepreneurial capital for research that has the potential for challenging the discipline, for stimulating new lines of scientific research, and for facilitating new networking opportunities.
A Conversation with OSTP's Joyce Justus

by Ellen Berg

Joyce Justus is the other important woman at the White House. She arrived four months ago as Assistant Director for Social and Behavioral Sciences in the Office of Science and Technology Policy (OSTP). I interviewed her one week after the resignation of her predecessor, who had resigned in anthropology at UCLA, Justus has researched and/or taught in the areas of urban anthropology, the immigrant experience, teen pregnancy and women's gender-role socialization. She has had extensive administrative experience within the University of California system, having most recently served as the Assistant Vice President for Public Health Sciences within the Office of the President of the University of California. In this position she was a liaison between the University and the other components of the educational system in California; and she served as Principal Investigator for California's Subject Matter Projects, an inter-service program for K-12 teachers which fostered tie-ins that, in the post-Cold War, world economic security is the linchpin of national security.

Established in 1976, OSTP has five responsibilities with regard to science and technology policy: to advise the President, to coordinate policies and budgets across federal agencies, to articulate the President's goals to the scientific community, to foster partnerships between government and the scientific community, and to further international cooperation. Very clearly about her role in coordinating the work of various agencies, and about her role in fostering a partnership with the scientific community—which are, as it turns out, interrelated tasks.

For a given policy interest, such as the desire to produce "the finest [i.e., competent and ethical] scientists for the 21st century," Justus meets with the relevant agencies (e.g., Agriculture, USDA) to set research priorities and decide which agency will fund work on which aspect of the problem. Setting priorities entails representing to the agency what science already knows, what relevant research has been done, and what the emerging scientific community says needs research.

Connecting with the scientific community in a responsibility Justus takes very seriously. "I arrived," she noted, "on July 5th, and on the 24th I had my first meeting with the director of the Office of Social and Behavioral Sciences. Subsequently she had met with these leaders (including, USA Executive Officer Felice J. Levine) many times arranged through the auspices of the Consortium of Washington Update. Consortium of Social Science Associations, Vol. XIII, no. 13, July 15, 1994.

1 interviewed Joyce Justus on November 16, 1994; all direct and indirect representations of her speech come from that conversation.

2 These responsibilities are itemized in a brochure entitled Office of Science and Technology Policy, which is available from the Executive Office of the President, Washington, DC, 20500.

3 Justus must often assemble knowledge from various disciplines; she is assisted in this by her own small staff, augmented by additional research support staff at the National Science Foundation and the Critical Technologies Institute.

4 interviewed Felice Levine on these issues on November 20, 1994.

The AAAS Spivack Program in Applied Research and Social Policy (which has thus far focused on six areas: work and family, AIDS, violence, the urban agenda, immigration, and the environment) is a President's Office of Science and Technology Policy (OSTP) program which can use an immediate electronic call for information (E-department chairs), as well as direct communication with the network of section chairs, are resources to Justus in her efforts for staying ahead of important work. Ellen Berg is a Washington, DC based independent science writer who occasionally writes for Justus.

Clinton Appoints Social Scientists to Science Board

In August of this year President Clinton appointed three social scientists, Claudia Mitchell-Kernan, Diana S. Natalicio, and Robert M. Solow, to serve on the National Science Board. The National Science Board is a policy making oversight panel for the National Science Foundation (NSF). The addition of these three individuals tripled the number of social and behavioral scientists to the 25 member panel.

As a professor of anthropology, Mitchell-Kernan is Director of the Center for African-American studies at the University of California at Los Angeles (UCLA). She is also Dean and Vice Chancellor of Graduate Programs at UCLA. Mitchell-Kernan has been a professor at UCLA since 1983. Mitchell-Kernan has undertaken work dealing with linguistic anthropology end, in particular, extensive research on Caribbean cultures.

Diana S. Natalicio is the President of the University of Texas at El Paso (UTEP) as well as a Professor of Languages and Linguistics. As president of UTEP she has led a successful effort to graduate a higher percentage of minority students in engineering. UTEP's number of minority technical graduates is higher than at any other university in the United States.

Robert M. Solow is the Institute Professor at the Massachusetts Institute of Technology (MIT). This year President Clinton's council on NAFTA and serves on the NSF advisory committee for the Social, Behavioral, and Economic Sciences. Solow was awarded the Nobel Prize in Economic Science in 1987 and has been the recipient of honorary degrees and special recognition all across the globe.

Parts of this story were updated from COSSA Washington Update, August 8, 1994.
The Internet, E-Journals, and Academia

by Carl H.A. Dassach, Michigan Technological University

Accompanying the growth of the Internet usage among academics is the development of a new kind of the discipline, the "e" or electronic journal. There are at least two in sociology, although neither has, to my knowledge, a single issue. One is the *Electronic Journal of Sociology*, edited in Canada and apparently distributed from the Coombs server in Australia. The other is the *Journal of World-System Research*, founded by Chris Chaan-Dann and probably distributed from CUF in Colorado. There are also plans for e-journals in several of the other social sciences.

Given the recent explosion in e-mail and Internet usage, it would be relatively safe to posit that the number of e-journals will increase substantially over the next few years. The main reason for this growth is that e-mail is much easier to use and access on a CD ROM, thus substantially reducing storage requirements. A bit of e-mail will be machine search-able through the creation of a database of simple "reading" lists for e-mail and a journal into a web page and a server for the Internet.

Using Hypertext software, footnotes could be directly linked in the text and accessed by clicking on a mouse at the note number. Re-creating texts is less expensive than printing and distributing them. Costs could be minimal especially if distributed via the Internet. Hard copies of articles or books could be obtained from your local printer. The entire contents of a journal could be examined and read simply by accessing the address on-line. Articles could be longer and data sets could be included. No text or quotes could be extracted simply by copying them from one file to another. In all, e-journals will probably revolutionize academic publishing in more ways than we can imagine right now. This brings me to one topic of this essay, namely, how publication in these journals will be viewed by our peers and for purposes such as tenure, promotion, or pay raises.

At this point, I have no advice, opinions or views. Some argue that the submission to e-journals is judged by the same criteria as submission to "conventional" journals. Other view e-journals as a novel journal with innovation. They claim that because production costs are low, e-journals may be an environment in which journals are just starting, they are far more likely to accept any articles in order to fill their "pages."

Another point concerns the issue of "reputability" or "reputability". There is a consensus in any given field that one journal is the "gold" and others are somewhere and somehow "below" (although the exact ranking of these other journals is often a matter of contention). Given this tendency to rank, will e-journals be considered, from the outset, as second-rate journals?

These questions should be addressed now. If not, the e-journal project may never get off the ground and the belief in the second-rate status of these journals may turn into a self-fulfilling prophecy. If e-journals are viewed as second-rate, they may be "rejected" by the "library." This may lead to zero or negative reviews, "Legitmas," few people will submit articles to these journals. This may cause editors to adopt lower standards to fill their pages. As a result, the people who do submit fundamental journals, which are, publish in "reputable" journals. The editors may be penalized for being publish. Not a very welcoming attitude, especially for those who support the e-journal project by publishing articles to submit articles to these journals.

To start, we must initiate a dialogue about e-journals between supporters, critics and any other interested parties. A forum for such a dialogue would be the Internet but this is probably not feasible since, I suspect, most critics (real or current) probably don't use e-mail. The best next place would be the pages of professional publications and newsletters since these are generally not open to professional meetings. All that's required is a little attention and concern. Unfortunately, very little time and space has been devoted to considering electronic communication at meetings or in print. For example, at the recent Midwest Meetings, there was one roundtable, at 8:30 in the morning, devoted to the Internet and ten per cent, at most, attended. I don't think that a more serious attempt was made to be at the Internet at the last ASA Meeting. Many people, in other words, aren't interested while many who do have access or access and any assistance in navigating the confusing world of the Internet. True, there are several presentations on the Internet but these are general publications which do not explicitly address the interests and concerns of social scientists.

Therefore, the question of the status of e-journals is really part of a broader question: of the place of new media, as social scientists, turn their backs to the ongoing revolution in communication. As electronic communication and related technologies such as Gopher, WAIS, etc. grow in number and importance, more attention must be paid. Evaluation of these movements is necessarily delayed because we are in the position to influence these developments. Unlike conventional forms of communication, such as books and articles, which we received "complete" from previous generations, electronic communication is constantly changing and evolving.

So, while it would be impossible for us to somehow reshape or reform the book, or the article, we can shape and form the uses of these technologies to fit our needs. First, we must become conscious of the technology, its potential, and our ability to determine its development. Challenges of the 1980s, Challenges for the 1990s

by Raynolda Farley, University of Michigan

Once a decade the census provides a portrait of the nation's diverse population allowing us to understand the basic social, economic, and demographic trends shaping our society. The pictures emerging from the 1990 enumeration reveals that our population is more diverse and more strongly shaped by two trends: one identified with the 1970s and the other symbolized by the events of the 1980s.

Beginning in the wake of World War II and continuing for a generation after V-J day the diversity of the American economy grew at a very rapid rate. Industrial production not only satisfied a greater share of the post-war demands but also dominated the world. Simultaneously, federal policies encouraged us to conquer the "grass frontier" by building the large urban rings that now house the majority of the population. Expansive employment opportunities were extended to the millions of baby boomers who flooded into cities and most men who graduated from high school in the late 1950s and early 1960s.

By 1973, the economy had already grown to buttress a relationship between living standards and the stagnation of wages. That is, the average weekly wage of an employed worker in the early 1980s was at the same level as in 1973. These constant wages reflect the internal changes that are characteristic of the "second wave" of industrial growth. When wages fell, the importance of people with more industrial growth.

From 1980, the average earnings gap remained and women who worked full-time reported wages 60 percent of those of men throughout the period from 1960 to 1980. During the 1980s this changed and by 1982, women working full-time, earned 71 percent as much as men who worked full-time. In the years after 1980, the earnings gap was even smaller. Thus stagnating or declining average wages for men were offset by the much greater employment and higher earnings of women.

There was another important adaptation to the workplace. In the baby boom cohort of the mid-1980s, this cohort entered the labor force in the 1940s, when women benefited from an additional generation in the workforce. Women who entered the labor force in the 1940s, when women benefited from an additional generation in the workforce. Women who entered the workforce in the 1940s, when women benefited from an additional generation in the workforce. Women who entered the workforce in the 1940s, when women benefited from an additional generation in the workforce. Women who entered the workforce in the 1940s, when women benefited from an additional generation in the workforce.
Important Changes with the GRE Exams

Chairs and Departments Need to Act Now!

by Carla B. Howery, Deputy Executive Officer

On September 9, ASA met with representatives Ann Willard and (sociologist) Phyllis Tulis at a joint Educational Testing Service (ETS)/Graduate Record Exam (GRE) roundtable in Baltimore, Maryland, joining the meeting to provide the perspective of one graduate department. At this meeting two important issues were discussed that undergraduate department advisors, graduate chairs and directors of graduate studies should take note. Please take note and take action!

First, the Sociology Subject Test is under scrutiny by the ETS Board for possible elimination. The October Footnote (page 8) published an article by Richard H. Hall, SUNY-Albany, describing the issues surrounding that decision, which is on the agenda for the Board’s meeting for December. This test is one of the least taken subject tests. To make matters worse, many students who have taken little or no sociology and have no intention of graduate work, take the sociology subject test to receive credit. Even when they receive a low score, or they exceed the low minimum requirements in some placement program, they often end up out of a course or receive no credit. This misuse of the test clearly lowers the average score in the subject test. When GRE data are cited, with the sociology subject exams having low scores, this major reason is not known or not described. However, as Hall notes, working to eliminate these inappropriate uses could result in a higher number of student taking the sociology subject test. The ASA is in contact with the GRE Board about this subject, but it would be nice to hear from departments about their experience with the subject test, its strengths and weaknesses, and how it is part of their graduate admissions process.

Ann Willard, Associate Program Director, has written the following advice about what you can do about your views on the subject test by writing to the Executive Office, 1722 N Street NW, Washington, DC 20036.

The second change concerns the GRE general exam. The current test measures three domains: verbal, quantitative, and analytical skills. The new test will add two additional areas: writing and analytical. The GRE general test is one of the least taken subject tests. The new test will add two additional areas: writing and analytical. The GRE general test is one of the least taken subject tests.

New GRE General Test to be Introduced in 1997

by Ann Willard, Associate Program Director, Educational Testing Service

The Graduate Record Examinations (GRE) Board has announced plans to introduce a new GRE General Test in the late 1990s. The new general test measure format of the GRE General Test will be replaced by a General University GRE. The new General Test will include revised versions of the current verbal, quantitative, and analytical measures, as well as two new tests — writing and analytical. The new General Test will be offered in two packages: general GRE and analytical GRE. The test will be the most appropriate for graduate study in their particular field.

The publication of two new measures to the General GRE Test represents the most significant change to the test itself since the addition of the analytical measures in the early 1980s. The GRE Board feels strongly that the new test will improve graduate admissions testing by providing graduate admission committees with a broader range of tools to assess applicants’ reasoning skills.

Why is the GRE Program Changing?

The GRE testing program is changing in response to the evolving needs of the graduate community. In particular, since the present test was designed in the 1950s, graduate education has grown enormously, master’s education has become more important, and more students are applying to graduate school. As a result, the GRE test must now accommodate these changes. The test is designed to give better information about the candidates to the graduate admissions committees.

The New GRE General Test

A brief description of the components of the new GRE General Test is provided below. Although most of the major features of the new General GRE have been determined, the test is in the midst of a large development process, and thus the information provided here is preliminary.

Writing Test.

The Writing Test is intended to provide graduate departments with an indication of the applicants’ general writing ability. The test will assess specific content knowledge. The Writing Test will contain a 40-minute writing task, “Present Your Views on an Issue,” in which examinees are asked to demonstrate that they can produce a well-focused, coherent discussion of an issue using relevant examples to support their position. The test may contain a second 30-minute writing task, “Critique an Argument,” that will require examinees to analyze the strengths and weaknesses of an argument. A final decision on whether or not to include this second writing test will be made when data from a research study currently underway are available and analyzed.

The Writing Test will be delivered via computer, but examinees will choose whether to type a handwritten or typed essay response. Examinees will be presented with two “issues” topics and asked to choose one on which to write.

The issues topics will be published in advance to ensure that all examinees have equal access to the same issues.

Examinees will be scored holistically; that is, they will be judged on the overall quality of the response. Each essay will receive two independent readings by readers who have been trained to interpret the rubric developed for the test. The rubric is designed for use with a larger number of students.

Mathematical Reasoning Test.

The current quantitative measure is based on high school mathematics and, as a result, is too easy for students in the sciences and engineering. The new Mathematical Reasoning Test is being developed to allow quantitative-aware students to demonstrate a broader range of mathematical knowledge. The test is targeted at students in fields as engineering, physics, chemistry, computer science, mathematics, economics, and some biological sciences.

The Mathematical Reasoning Test will measure an examinee’s ability to reason using the techniques of calculus and other college-level mathematics. The mathematical background assumptions include calculus; functions and their graphs, probability and statistics, geometry, and finite mathematics. The reasoning skills tested are likely to focus on mathematical modeling, problem-solving strategies, logical reasoning, computation and approximation, and recognition and investigation of patterns and similarities. New question types requiring examinees to produce a response, rather than have simply identified if it is a list of possible options, are under investigation.

Verbal Reasoning Test.

The revised Quantitative Reasoning Test will measure an examinee’s ability to reason within a given domain. It is intended to serve the needs of students in fields where some degree of quantitative reasoning is important, but extensive mathematical training is not required. Targeted fields include those in the social sciences, life sciences, education, humanities, and professional programs such as library and archival sciences, social work, public administration, nursing, and public health.

The content of the test will focus on logical, semantic, basic geometry and trigonometry, algebra, and elementary statistics. There will be a decreased emphasis on discrete mathematics and advanced algebra, while the emphasis on data interpretation and reasoning will increase. As with the revised General Mathematics Test, examinees will be required to generate their own response for some quantitative reasoning questions.

Verbal Reasoning Test.

The revised Verbal Reasoning Test will measure the examinee’s ability to analyze and evaluate written material and synthesize information from it. There will be an increased emphasis on critical reading and the inclusion of context in test questions.

Most of the current question types — sentence completion, reading comprehension passages, analogies, and analogies — will be included in the revised test, although the relative proportion is likely to change. Further, the introduction of new question types such as multiple passage reasoning, comparison sets and synonyms in context is being investigated.

Revised Analytical Reasoning Test.

The analytical reasoning measure is being revised to incorporate a greater emphasis on informal reasoning. This test will require examinees to analyze the strengths and weaknesses of an argument. A final decision on whether or not to include this second writing test will be made when data from a research study currently underway are available and analyzed.

Analytical Reasoning Test.

The analytical reasoning measure is being revised to incorporate a greater emphasis on informal reasoning. This test will require examinees to analyze the strengths and weaknesses of an argument. A final decision on whether or not to include this second writing test will be made when data from a research study currently underway are available and analyzed.

General Test Package Options.

The introduction of the new GRE General Test will make graduate schools and departments need to select the package of measures that is most appropriate for students applying for admission to particular programs. The two packages are listed below.

Verbal, Analytical Writing, and Quantitative Reasoning

or

Verbal, Analytical Writing, and Mathematical Reasoning

It is important that graduate departments make this decision in concert with the publication of new guidelines for their graduate catalogs.

Additional Information.

For more information about the new GRE General Test, please contact the GRE Program via e-mail at (800) 551-5551 or via Internet at gre-info@ets.org.

Footnote.

*The article contained an error. The last sentence should read, “if we don’t start using it, we will lose it.”

Farley, from page 4

Asian population doubled while the Latino population rose by 50 percent. These are dramatic changes compared to the slowly growing white population (up 5 percent in the decade) or blacks (+13 percent). Although there has been migration from Asia and Latin America, the new arrivals primarily settled in just a few metropolitan areas—New York, Los Angeles, and Miami—dramatically shifting their compositions. Many states and most metropolitan areas in the Great Plains as well as in interior parts of the South welcomed few immigrants. Both Hispanics and Asians are extremely heterogeneous with regard to social and economic status. Asians, on average, are prosperous, but recent immigrants report somewhat less educational attainment and lower earnings than those who entered the country with new immigration law went into effect in 1968. Cubans are the most economically successful of the Hispanic groups; Puerto Ricans, Dominicans and Salvadorans, the most impoverished. Differences were more pronounced during the 1980s as many more arrived from Central and South America. On average, recent Hispanic arrivals report exception- fully low educational attainments suggesting that employing low-skilled immigrants will be limited to unskilled jobs and their earnings will be meager.

Black-white gaps on most economic indicators were larger in 1980 and neither has shown any signs of decline in durable goods manufacturing, employment decreased opportunities for low-skilled workers, and employment and earnings were offset, to some extent, by a rapid change in family structure since the shift away from husband-wife families and families headed by women was greater among blacks. By 1990, 51 percent of black children under age 18 lived with their mother only and they had a poverty rate of 61 percent. Among whites, 13 percent lived with their mother only with a poverty rate of 29 percent.

The census revealed a new wave of social and demographic indicators of racial trends. The black-white gap in educational attainment continued to decline in its slowing trend. The overall pattern of modest decreases in black-white residential segregation indices continues. The proportion of whites and blacks marrying each other. The census revealed a new wave of social and demographic indicators of racial trends. The black-white gap in educational attainment continued to decline in its slowing trend. The overall pattern of modest decreases in black-white residential segregation indices continues. The proportion of whites and blacks marrying each other. The census revealed a new wave of social and demographic indicators of racial trends. The black-white gap in educational attainment continued to decline in its slowing trend. The overall pattern of modest decreases in black-white residential segregation indices continues. The proportion of whites and blacks marrying each other. The census revealed a new wave of social and demographic indicators of racial trends. The black-white gap in educational attainment continued to decline in its slowing trend. The overall pattern of modest decreases in black-white residential segregation indices continues. The proportion of whites and blacks marrying each other. The census revealed a new wave of social and demographic indicators of racial trends. The black-white gap in educational attainment continued to decline in its slowing trend. The overall pattern of modest decreases in black-white residential segregation indices continues. The proportion of whites and blacks marrying each other.
Over three dozen sociologists and social anthropologists work at the Bank in Washington D.C. as a cadre of social scientists who are introducing sociological knowledge into policies and actual programs for inducing development. The group works on a broad spectrum of development needs that emerge from the patterns of social organization among the populations living in areas for which development programs are designed. They study the problems of the various subgroups, and explore the constraints that affect the poorer sectors, indigenous and tribal groups, women, the elderly, etc., so that development projects can be tailored to those policies and assistance to "poverty target groups." Management decided then that they needed a sociologist. "The task was daunting," says a current Bank employee. "We had to figure out what the Bank's map, inside an economic fortress as the institution was, the Russian-American social system, the sociological frame of reference for a whole generation of our most senior staff..." We alone and felt lonely for a while. He had to convince the financial and technical experts that make up the vast majority of the Bank's professional staff—those who did not know what sociology was—or from it. The sociologist's task is something uniquely valuable to contribute. "Even some of my supporting managers knew little to explain my role, and called me their 'secret' weapon, Cernea remembers.

While the body of sociological knowledge and theory can help explain and accelerate social change, thus enhancing the conceptualization and effectiveness of Bank programs, Cernea had to work "on credit" until the power of the sociological perspective started to become apparent. Gradually, he became involved in projects in Africa and Asia, sociology's utility appeared convincing to some of his colleagues. As Cernea was sought out to consult on design, appraise, or supervise projects, time became stretched to the limit. From the outset, he endeavored to bring in other sociologists and anthropologists as team members in each project. The cadre swelled to 30 or 35 full-time members, and kept busy. The Bank's management established a new resource for increasing the Bank's staff capacity to do social analysis. This is a two million dollar "Fund for Innovating Approaches in Human and Social Development," with which nine additional social scientists were added to the staff for at least a year.

We don't draw a wall between sociologists and economic scientists," Cernea states. "We do the same things; we basically use the same knowledge and analytical tools. Consequently, we're unable to solve complicated problems at a Conference; member-states on a wide range of projects. At development levels, the so-called "structural Adjustment Group" was created over 15 years ago; it meets periodically for seminars and discussions, joined by non-sociologists and sociologists from outside the Bank. Together, the Banks engaged in discussions, analysis, and programs. And now the strong growth of group development social scientists in the world "working together in one place," Cernea believes. They play a growing role in influencing Bank policy and programs.

Hands-On Sociology

Although the study of development and social change has long held the attention of sociologists, the cadre at the World Bank tackles development hands-on—"not only studying these phenomena, but applying social science knowledge and techniques to program development implementation, and policy formulation." This is heavy stuff, and a giant step beyond guessturing likely impacts of projects designed by others, or simply evaluating the impacts of development after the fact. If "that positive case, you learn lessons that influence outcomes. Here, we are part and parcel of crafting development programs. The Bank's sociologists, the cadre, the World Bank in fact, take the lead in design and implementation of development programs, and programs that impact the outcome "hands-on sociology." As a result, development happens differently; and better.

Through holding development up to a multifaceted lens, Bank sociologists underscore the positive as well as negative consequences of development. This leads to the second part of the World Bank's sociologists' tasks. They oppose adverse effects of development, once identified, must be prevented or mitigated when possible. The decisive contribution of Bank sociologists and anthropologists to a progressive resettlement policy is one typical instance. The policy has changed how the Bank proceeds with financial and technical endeavors that entail the forced displacement of populations. For decades, forced displacement was a neglected, secondary-by-product of resettlement operations. We have made a major contribution by proposing to the Bank a policy that will protect populations that need to be resettled," Cernea states.

Supported by an impressive body of empirical findings, the powerful policy succeeded in making the world's development policies more sensitive to the concerns of affected populations. Subsequently, this policy has been adopted by many other international organizations and by the donor countries that receive Bank funding.

Influencing Policies, Not Only Projects

Cernea views the Bank's resettlement policies as an example of excellent applied sociology—taking social science concepts down off the shelves and putting them off, infusing them into internal policies, and reshaping organizational practices. He is convinced that social science research findings and perspectives are the best future practice insurer as they shape policies: "Only policies have compelling authority over planning. But the sociology/anthropology role in Bank projects, they make consequential arguments that are heard. If we convince our colleagues about the strength of our strategy or policy recommendations, massive financial resources are mobilized to carry them out and these affects the lives of millions of people," says Cernea. "Crashing policy is the key impact multiplier."

Sociologists and anthropologists have had a direct role in thinking through and writing formal policy statements of the World Bank, such as the policy for financially supporting primary education in developing countries, for bringing women into development for protecting indigenous and tribal populations; for investing in reforestation and social forest enterprises, etc. Involving NGOs into Bank-assisted programs, and other policies. "We are trying to use the flows of knowledge from international research and academic "reserves," Cernea explains, "to provide a framework for action and implementation." To separate applied from academic research (either in our work as sociologists or in the implied status cases), the Bank would offer a "new paradigm" to recommend policy reform. Conversely, once policies have been formulated and implemented, evaluation of their real-world implementation informs our sociological "reserves" of concepts, theories, and methods.

Bank sociologists have diligently fed the results of applied research and insights gained in the field operations back into the organization's policy and programmatic strategies. Popula tion resettlement programs in countries such as Argentina, India, China, Mexico, and Kenya have been designed with the direct help of sociologists. There are still many problems, and failures, in implementing such resettlement operations, Cernea says, and a huge intensity efforts are made to remedy them in many countries. But when projects are designed with dam engineers or highway experts without the benefit of input from resettlement specialists, they are likely to fail soon.

Fighting Economic Bases

The World Bank, Cernea observes, prides itself on being a "knowledge organization." Any disciplinary perspective has to demonstrate its assets, its relevance to the knowledge. In the world today, many small businesses and large companies have been established with the help of Bank funding. This is the Bank's "innovation."

Sociologists, in contrast, argue that those who work in international development have to pay attention equally to the producers of the commodities and the institutions for which the social components of a project are no less important than the economic components.

"Our challenge," Cernea says, "is to get the people, the social actors, at the center of the development paradigm and development interventions."

Proposing constructive solutions that will facilitate development and change is a daunting task. "Sociologists cannot pull magical solutions out of our pockets—we have to study the situation, find out what people think and need, then bring this knowledge back to the process," Cernea notes that as a development sociologist, he and his colleagues are great store in the value of willing about their experiences and in distilling the methodological and conceptual lessons of their "kitchen-work on preparing large-scale programs." They have published numerous journal articles, monographs, and books. They plan to publish the end of 1994 a completely annotated Bibliography of all sociological and anthropological studies on development by Bank staff and consultants—over 350 pages worth—that can be used in teaching as well as practice. In this way, the insights existent in direct intervention and policy formulation can be taken into way into academic circles. (Under these publications the Bank staff are also an "anthropology book store, 1818 H Street, Washington, DC 20433, (202) 477-1234)."

Cernea says, "failure to transfer knowledge back and forth freely and frequently, between practice and theory, theory and practice, imperils our discipline. Take domestic U.S. issues. The practice of sociology generates innovative and important solutions, but many sociologists are involved in reining the teenth care system or in other macro-social experiments? This is an issue that must be dealt with as a profession: "We have not yet automated with sufficient foresight the relevance of our knowledge to public or private life."

The environmental community, he believes, is better organized, focused, and sharper in its impact than the social science communities. Environmental Impact Assessments are mandated and carried out more routinely than Social Impact Assessments. Yet, the social dimensions of environmental management are the analytical tools of sociology. For example, damage to the environment comes from more than one source, not just a simple technical solution. There is room for sociology to make a crucial contribution to environmental policy. The environmental agenda, that domain only to the purview of the natural science community: "In the World Bank, many of our sociologists do environmental issues because we regard them as social issues," he adds.

Sociologists must become more vocal about the richness of the discipline's potential contribution, Cernea argues. First, universities must train sociologists better for the practice of sociology—just teaching the sociology. Second, we must teach sociology students what sociology can do, so that the students of today in engineering, natural science, economics, law, management, and government will understand why sociology should have a seat at the decision-making table. Third, sociologists need to develop our "arsenal of practical and policy tools in a much more refined manner. We need to know our strategies, and how to incorporate analysis of economic issues into our model, and how sociology is intrinsic in all domains, but we have to make that implicit need explicit."

The entire profession should be able to adopt the intrinsic demand for social knowledge and demonstrate that we can supply it.

Cernea emphasizes the utility of sociology in public programs.

(Continued on next page)
**International News and Notes, continued**

"This is not self-serving, it is society-serving. We shouldn't be shy about how sociology can be useful. The service we do is too crucial and useful to society not just getting jobs for individual sociologists." Cernen believes that the anthropological and sociological schools of thought are moving quicker to recognize the contributions of applied anthropology and sociology and are rewarding its practitioners. (The American Anthropological Association has awarded Cernen the Solon Kohn Award, and he was nominated for the Malinowski Award for 1985.) Rather than a "damned" interest in promoting the profession, Ceren refers to a growing societal interest in having sociology come to the forefront to apply its knowledge to the ground level of social work, but at the highest levels of public discourse.

Treading such a fine line involves politics, communication, and turf sensibilities. Sociology has not been fully incorporated into Bank operations, although the Bank has made progress and leads other international development agencies in this regard. Ceren feels that "we are still too few in numbers." In the domains in which social and cultural dimensions have not been considered or integrated probably count the number of their opposite. Some Bank programs have been beset precisely because of insufficient consideration of their social components: "We tend to say that when people don't come first, real results don't come or come last. And the Bank still has a long way to go." Because sociologists often function as internal critics and "any pearl is an irritation to the shell," the task of integration becomes doubly hard. Yet, Cernen's experience shows he is one of those who work inside organizations toward positive change. "Although I was often critical from the inside, the Bank recognized my contributions, promoted me, and proved to be an organization that was open to this type of analysis.

I had to prove the value of sociology, not just myself. There is a ferment in our discipline that we have to unleash, unlock, unmask, unbridle." Sociologically, in its mature form, operates in a negative feedback loop: As field work informs policy, analysis of impacts and patterns of interaction forms a networking of basic social science concepts, which in turn inform policy and practices. As an example, Ceren says that "it became obvious that the stress-related conceptual model of forced resettlement processes directed attention to a derived psychological effect, rather than centering on what is basic and primary-the breakdown of the socio-economic sustenance systems of those displaced." This is sociology at its best. As the language of sociology and anthropology flows into the Bank's discourse ("cultural identity," "sociological networks," "social cohesion," "integration," and so on), engineers and others tasked with the physical side of infrastructure projects begin to think about them in different terms. This wind shift allows the skills for a further rapprochement between the engineering or fiscal side and the social science side and then policy, implementation and conceptualization.

What should sociologists be thinking about in the next few years, especially as we approach the development scene of the 21st century, which most certainly will present dramatic technological innovations and social upheavals? Ceren emphasizes training, creating new skills and field tools, and studying more economics. He sees too much stress being placed on sophisticated data-processing procedures and not enough on accurate data-gathering instruments. (What is the point of processing to death information that is still unclear?) Because economists have developed more precise tools, it is蔚优the better-organized patterns of social interaction, sociological and anthropological "knowledge" seems fuzzy and lacking in rigor. Sociologists must engage in more extensive interdisciplinary research, and they must mean siting through social impact studies on a particular type of development project and using their commonalities in order to formulate new policy or implementation ideas. It is clear that sociologists means that we must communicate our findings to the people who make policy and implement through acceptable vehicle and language. As Cernen remarks, "With hindsight, we should have realized that at least part of the problem was not with the social sciences theories but rather with the concept of 'platten' on which they offered knowledge to practitioners." Research monographs fail to go to the people, while surveys and focus groups mean for achieving policy goals. The disconnection between sociologists and agency practitioners requires that we find an "institutional voice" for translating research into policy action.

Sociologists should focus on capturing better the patterns of social interaction rather than collecting individual opinions. Qualitative methods will be crucial because they affirm that society is not a single person's purposeful action but a complex organism. People are engaged in multiple social institutions that structure a person's world in different ways. Sociologists then have at least some of the people's lives or parts of it at all times. They are not interested in the human potential, and "to decipher the internal structures that remain invisible to the uninstructed eye." Sociology's coming of age may reflect a synthesis of qualitative and quantitative, positivistic and interpretive perspectives, and healthy doses of both disciplinary pride and interdisciplinary collaboration.

In the world of development, sociology can certainly contribute to issues of social sustainability of development programs, poverty alleviation, environmental impact, and social development. The sociology group at the World Bank provides that synthesis and exemplifies contribution.

**Notes**


2. Ibid., page 15.

3. Ibid., page 7.

**Nominations Invited for 1996 Major ASA Awards**

The ASA honors colleagues through six major awards, presented at the Annual Meeting. Selected members of the award committee solicit and decide on the award winners. These committees meet the Annual Meeting to make the selection decision, based on the materials they have reviewed by mail and phone prior to August.

Five years ago, with the intention of making the ASA Annual Meeting a more personal and memorable event, the ASA shifted the awards selections and announcements in two ways. For the first time, the eight winners were announced in the May Issue of Footnotes and in The Preliminary and Final Programs to go with the Annual Meeting programs.

The loss of the element of surprise is offset by the opportunity to have family, friends, and colleagues at the Awards Ceremony. Second, with the announcements of the awards, the decisions on awards (with the exception of the dissertation award) are made a year in advance to allow for this notification. Thus, this call for nominations is for colleagues who would receive awards at the 1996 Annual Meeting. The nominations will be reviewed by the selection committees this spring and summer and decisions will be made in August 1995. Those decisions will be made public in May 1996.

Please reflect on colleagues whom you might nominate for the above awards. Refer to each award's suggested documentation and deadlines and mail your nominations directly to the selection committee chairs.

**Career of Distinguished Scholarship**

This annual award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions; the committee is particularly interested in work that substantially reorganized the field in general or a particular subfield of the discipline. The nominations must be made by members of the Association and other interested parties may submit nominations to Linda J. Waite, Department of Sociology, University of Chicago, 1126 East 59th Street, Chicago, IL 60637. Please include a copy of the nominee's curriculum vitae and letters in support of the nomination. The most compelling case is one in which the supporting evidence has been made by a variety of individuals able to speak to the qualifications of the nominee. These may beEvidence has been made by the person making the nomination and forwarded to the committee, with the nominee's vita, as a pack-

age. Nominations remain active for five years from the date of receipt. The deadline for receipt of nominations for the 1996 award is March 1, 1995.

**Award for a Distinguished Publication**

This award is given for a single book or monograph published in the three calendar years preceding the award year. The winner of this award will be offered a lecture-ship known as the Sorens Lectures. Regional and state sociological associations or societies may apply to ASA to receive this lecture at ASA expense after the award recipient is announced. Members of the Association or other interested or knowledgeable parties may submit nominations for the award. Nominations for 1996 should include name of author, title of book, date of publication, publisher, and brief statements from two different references (one written and one oral). The book should be considered. Send to William Alex McIntosh, Department of Sociology, Texas A&M University, College Station, TX 77843. The deadline for nominations is March 5, 1996.

**Distinguished Contributions to Teaching Award**

This award is given annually to honor outstanding contributions to the undergraduate and/or graduate teaching and learning of sociology. The award may recognize either a career contribution or a specific product. Individuals, department chairpersons, and other active persons are eligible. Nominations should include the name of the nominee and a statement evaluating the basis of the nomination. Nominations will be contacted by the committee to submit supplementary materials (such as vita, course materials, textbooks, or other evidence of contributions). Members of the Association or other interested parties may submit nominations in writing to Rosanna Hertz, Wellesley College, Wellesley, MA 02181. Questions will be addressed via E-mail: Rbhatt@wellesley.edu. The deadline is February 1, 1995.

**Distinguished Career Award for the Practice of Sociology**

This award honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others, which has significantly advanced the utility of one or more specialty areas in sociology and, by doing so, has elevated the professional status of sociologists and broadened public image of the field as a whole, or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent not less than a decade of full-time work involving professional, administrative, or operational responsibilities as a member or consultant of some private or public organization, agency, or associations, or as a solo practitioner. Nominations may be sent to David Hernández, Population Division, U.S. Bureau of the Census, Washington, DC 20233-8800. The deadline is April 30, 1995.

**Disertation Award for 1995**

Inaugurated in 1989, the ASA Dissertations Award honors the PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations must be received from the faculty advisor or the scholar more familiar with the student's research. Nominations should explain the precise nature and merits of the work. Dissertations defended since January 1, 1994, will be eligible. Send nomination letters (followed by two bound copies of the dissertation) by January 15, 1995, to Deborah T. Gold, Box 3003, Duke University Medical Center, Durham, NC 27710. Questions can be addressed to Professor Gold at (919) 660-7530 or dgold@duke.edu.

**Jesse Bernard Award**

The Jesse Bernard Award, now an annual award, is given in recognition of scholarly work that has enlarged the horizons of sociological practice to encompass fully the role of women in society. The contribution may be empirical research, theory, or methodology. It may be for an exemplary single work, several pieces of work, or a significant cumulative work done through-out a professional career. The award is open to work by women or men and is not restricted to works by sociologists. The work need not be published recently; however, it must have been pub-

lished by the date of nomination. Nominations for the 1996 Jesse Bernard Award may be submitted only by members of the ASA. Nominations for the book award should include a one-to two-page statement explaining the importance of the work, Nominations for the life work award should include a letter of nomination, a copy of the vitae of the nominee, and examples of relevant scholarship or other materials. Nominations should be postmarked by March 1, 1996 to: Rachel Kahn-Hut, Department of Sociology, San Francisco State University, San Francisco, CA 94132.
Sociologists on the Move

Sociologists Appointed to Key Posts at University of Maryland; Maryland Prof to Indianpolis

Irene H. Nagel has been appointed Associate Provost for Research and Dean of Graduate Studies at the University of Maryland-College Park. The first Associate Provost for Research and Dean of the Graduate School, Nagel's responsibilities encompass all aspects of the research program and oversee the various segments of the Graduate School. While a professor at Indiana University at Bloomington, Nagel directed the Office of Research and Development where she acquired expertise for fundraising and research development. Among the priorities she plans to address are promoting the school's interdisciplinary programs, bringing in additional funding for research and graduate education, and establishing ties with non-academic constituencies including industry and the federal sector. Nagel brings a background in evaluation techniques and data analytic techniques, including her work as an original member of the United States Senate Committee. In that role, she worked to implement stronger sentences for violent offenders and those convicted of sexual and civil rights violations. She also stressed the need for tough penalties on corporate crime. The introduction of such laws has been termed "Social Science Research Applied To Legal Problems," is highly praised for its application of sociological research methods in dealing with legal matters.

Robert Hampton has been appointed Associate Provost for Academic Affairs and Dean for Undergraduate Studies at the University of Maryland-College Park. In this newly-created position, Hampton will report to Vice President for Academic Affairs and provost and will assume responsibility for many academic and academic support programs important to the growth and strength of undergraduate education.

The University of Maryland at College Park has re-committed itself to undergraduate education, which is why I look forward to leading a team that will ensure that students receive the education they need to succeed in the 21st century," said Hampton. According to Provoz David Fallon, Hampton arrived from a pool of more than 200 candidates and was the top choice of all who met him and reviewed his credentials. "Dr. Hampton is a person of exceptional character and academic accomplishment whose strong leadership at a premier liberal arts college makes him ideally suited to this position," said Fallon. "His scholarship in the sociology of African-American families is highly regarded by the faculty. We are fortunate to have secured the services of this unusually talented academic leader."

Nationally recognized criminologist Lawrence Sherman became the first Chief Criminologist appointed to a major police department and the first city-wide Director of Gun Crime Policy in any major city. In April, University of Maryland Professor Stephen Goldsmith appointed the University of Maryland-College Park (UMCP) professor to the position of Chief Criminologist of the Indianapolis Police Department and city-wide Director of Gun Crime Policy to attack the problem of gun crime by getting more illegal guns off the streets. Sherman will work with Indianapolis' Public Housing Authority, schools, Juvenile Court and other city agencies to remove illegal guns from the streets. He also will seek to integrate efforts across different units within the Indianapolis Police Department, including the Metro Gang Task Force. The SMPD team have also arrested district, the homicide squad, and the crime analysis unit.

"No freedom is more basic than the freedom from gunfire," says Sherman. "With careful attention to the rights of all citizens, we hope to reduce illegal gun-carrying in public places. This, in turn, should reduce the number of people shot." This is one more example of the increasing reliance of public officials on the science of criminology in the fight against violent crime said Charles Welldorf, director of UMCP's Institute of Criminal Justice and Criminology. Since 1992, Sherman has directed crime prevention projects, funded by the U.S. Department of Justice with the Kansas City, MO, Police Department, designed to get guns off the streets in a high-crime urban neighborhood. The results of that project, which Sherman describes as "promising," will be announced later this year.

Under a contract with the City of Indianapolis, Sherman is currently hiring four criminologists to work at police district stations on the new IMPACT (Indianapolis Model of Police Accountability for Community Targets) system for tracking and targeting community policing efforts. The IMPACT system is operating on the basis of a team of police officers who helped Sherman to develop it. Since his 1992 appointment to UMCP's Institute of Criminal Justice and Criminology, Sherman has led evaluation projects on domestic violence, repeat offenders, crime in public housing, drunk driving, shoplifting and community crime prevention (neighborhood watch). His 1992 book, Policing Domestic Violence, won the Distinguished Scholarship Award of the American Sociological Association. The National Academy of Criminal Justice Sciences recently recognized his work with the Bruce Smith Senior Award for "outstanding contributions to crimal justice." Sherman also has received citations from the Milwaukee and Minneapolis Police Departments.

Rose M. Brewer 1995

SWS Feminist Lecturer

The 1995 SWS Feminist Lecture on Women and Social Change has been awarded to Rose M. Brewer of the Department of Afro-American and African Studies, University of Minnesota. Brewer will deliver the lecture at the American Association of University Women, in February 1995 in conjunction with the midyear meeting of SWS. Additional details will be scheduled at two colleges to be selected by SWS. Brewer's lecture is titled "Feminism (Un)escapulated: Struggles, Theories, and Pedagogies for Social Change" and will consider the lamentable gender and racial quandaries of feminism over the past two decades and, in particular, the theoretical and practical consequences of the feminist scholarship and activism of women of color.

The SWS Lecture on Women and Social Change was created in 1985 to help disseminate scholarship on women to campuses and concertina which have limited access to feminist scholars. Each year SWS selects a notable feminist sociologist whose research, teaching, and professional service show a commitment to the study of women and social change to deliver the lecture. Previous lecturers have been Madly Wechsler Segal, Ayza Marx Ferree, Judith Lorber, Arlene Kaplan Daniels, Barrie Thorne, Janet Chafetz, and Francesca Cancian. Anyone wishing further information should contact Rose M. Brewer, Division of Social Sciences, Allegheny University, Alfred, NY 14802.

Featherman To ISR

David Featherman, President of the Social Science Research Council and a member of the ASA Council, has announced his resignation effective July 1, 1995. He will move to the University of Michigan to assume the position of Director of the Institute for Social Research, replacing Robert Jazayre who retired. Featherman came to the Council in 1988 from the University of Wisconsin where he was a Professor of Sociology. The SSRC, based in New York City, was founded for the purpose of advancing research in the social sciences. Non-governmental and interdisciplinary, the Council seeks to achieve its purposes through a variety of national and international programs of research and training in the social sciences and the cognate disciplines in the humanities. The Council seeks a replacement for Featherman; for information on the application procedures, contact the President Search Committee, SSRC, 605 Third Avenue, New York, NY 10017.

Electronic Grad Student Talk

Sociology graduate students should know about Socgrad, the electronic discussion list for graduate students in sociology. This unmoderated list is meant to act as a forum for students to exchange ideas and information, and to put students with similar interests in contact with one another. While there are other discussion lists which focus on particular substantive areas or perspectives in sociology, Socgrad can be an arena for participants to air their specific concerns as students, and to discover how these are expressed by others around the U.S. and Canada. The possibilities for discussion are ultimately up to you, but it is wise to be sure to monitor lists.socgrad.acs.edu. Remember to include an e-mail address in your message if you want a reply sent directly to you.

We encourage you to inform your fellow students about Socgrad and instruct them on how to subscribe by sending a message to listserv@socgrad.acs.edu and in the body of the message type: subscription listserv@socgrad.acs.edu and in the body of the message type: unsubscribe listserv@socgrad.acs.edu and in the body of the message type: unsubscribe socgrad@acs.edu.

Any questions on what Socgrad is about or how to subscribe should be sent to socnet@st.washington.edu. We apologize for the error.

Correction

The e-mail address for Sociological Methodology was incorrectly in the profile of Sociology's new editor, Bob Menard (Oct.-Nov. 1994 issue). The correct address is: socmeth@st.washington.edu.

We apologize for the error.

ASA President Amati Etzioni Elected to IOM

ASA President Amati Etzioni is among the fifty new members elected to the Institute of Medicine (IOM). Candidates are chosen for their major contributions to health and medicine. Elected to the Institute is both an honor and obligation to work on behalf of the organization, its governance, and its studies. Elected members make a commitment to devote a significant amount of volunteer time on committees engaged in a broad range of IOM studies on health policy issues. These include such topics as AIDS and behavior, nicotine addiction in children and youth, and weight-management programs.
More Section Awards from the 1994 Annual Meeting

Comparative Historical
Reinhard Bendix Prize

Richard Madden

Sarah Babb

Lutz F. Kaebler

Sarah Babb, Northwestern University, and Lutz F. Kaebler, Indiana University, were the co-recipients of the first annual Reinhard Bendix Prize. In "A True American System of Finance: Ideology, Rhetoric, and Resonance in the U.S. Labor Movement, 1866-1878," Babb argues that "collective action frames" resemble scientific paradigms. Consequently, movement rhetoric should respond to disconfirming evidence in ways that may lead to declining usefulness of a given action frame. Babb develops this argument through close content analysis of newspapers linked to labor greenbacks in the post-Civil War period. She found that pre-existing ideologies had been adopted to this new cause, but that these adaptations exposed the movement to the threat of disconfirming evidence.

Lutz Kaebler also explores the links between culture and action, asking "Was There a Protestant Ethic Before Ascetic Protestantism? Issues and Other Worldly Ancestrality in Medieval Waldensianism." Through a comparative study of Waldensians in Southern France, Northern Italy, and what is now Austria, Kaebler argues that ascetic conduct is produced by the interaction of religious ethics and social organization, rather than by beliefs alone. Drawing on rich sources in multiple languages, Kaebler argues that ascetic conduct was fostered only among the Austrian Waldensians, who both adopted this religious ethic and rejected hierarchical forms of medi eval Catholicism in favor of lay teaching or "textual communities."

Community and Urban Sociology
Robert E. Park Award

El Caballo: The Politics of Tradition In An Ambition Town, by Richard Maddox, is a highly original work of political analysis and cultural interpretation realized within the methodological conventions of local history and community ethnography. In the venerable tradition of American community studies, this work engages the totality of local life from a social anthropology perspective. The study focuses on local history, cultural change, and political domination in the Spanish town of Aracena from the eighteenth century to the present. Tradition receives special attention as both an expression of cultural meaning and a subject of contention. Tradition weighs heavily on local political actors, yet it also engenders subjective interpretations of direct challenges to the dominant culture. The key questions become, in Maddox's words, "how has tradition been reconfigured in relation to past formulations? What forces have guided this reconfiguration...in what ways does the present configuration of tradition influence and shape contemporary social practices and relations in the community?"

Robert and Helen Lynd Award

Kenneth P. Wilkinson

The Robert and Helen Lynd Award for 1994 was presented to Kenneth P. Wilkinson, Pennsylvania State University, in recognition of his scholarly contributions and leadership in the Sociology of Community. Professor Wilkinson examined the basis for viewing a community as a social interaction field. By focusing on the interactional dimensions of community action, he pointed the direction for not only his own research program, but for many others as well. While recognizing that communities consist of populations existing in given geographic areas, the interactional approach he promulgated brought the issue of community decision-making and collective community action to a position of prominence.

Driven by the belief that community sociologists could provide science-based solutions to problems of social well-being, Wilkinson was a tireless promoter of community studies and their application to community development efforts. He lectured at universities throughout the world and at professional gatherings. He was responsive to requests for guidance from government agencies, professional societies, and foundation program committees. He served both the Rural Sociological Society and the International Rural Sociological Association as President. Professor Wilkinson masterfully wove the roles of teacher, scholar, researcher, and community activist into a tapestry that honors this award.

Student Paper Award

The 1994 Student Paper Award went to Dalton Conley, a graduate student at Columbia University. His paper, "Trust and the Street Homeless: Institutional, Systemic and Personal Obstacles to Strategic Action," examined the difficulties faced by 42 "motivated" homeless people in their efforts to obtain non-shelter housing. A pervasive lack of trust, at many levels, often thwarted homeless men's ability to take advantage of low-cost housing options in New York City.

Crime, Law and Deviance

Graduate Student Paper Award

Eric Silver

Eric Silver, a doctoral student at State University of New York, won the annual student paper competition. Eric presented a brief version of his paper, "Testing the Limits of the Moral Order: A Comparison of the Longevity of confinement of Successful and Unsuccessful Insanity Defendants," at a section round table at this year's annual meeting in Los Angeles. Eric has been author of about one-half dozen papers and has made about the same number of professional presentations. He has worked as a research associate on various projects of Policy Research Associates in Delmar, NY. He has taught his own undergraduate-level course in research methods at Russell Sage College, Troy, NY. Second place was awarded to Richard Lee, University California-Jerkeley. Third place went to Katherine Beckett, University of California-Los Angeles. Beyond the congratulations form the Section's membership, each receives an ASA and Section membership for a year. The Section was pleased with the submissions this year and extends thanks to the Student Paper Awards Committee, chaired this past year by Celesta Albonetti, Texas A&M.

Patrick McGuire

Donald McGuire

Those contributions have shaped research and debates in contemporary sociology. The result of this collaborative work is a comprehensive survey of the current state of Marxist sociology, and of the influence upon the discipline at large.

Al Szymanski Award

Wilma A. Dunaway

The Al Szymanski Award for Best Graduate Student Paper goes to Wilma A. Dunaway for her paper entitled "The Disenfranchised of the Anti-bellum South: A New Look at the Invisible Labor of Poor Women." This paper is an impressive piece of scholarship, boding more important contributions to come from this author. Dunaway argues the conventional assumption, with southern elites having caused scholarly neglect of the region's poor women who can not be described under the rubric of a "separate household-based sphere" of women's work. Explanations that are solely gender-grounded, Dunaway contends, camouflage the extent to which ante-bellum Southern women were constrained by the class and race positions imposed upon their house holds. Dunaway's paper was derived from her dissertation on the Appalachian South. Dunaway received her PhD from the University of Tennessee in May 1994. This research on Appalachian women will be included in her book to be published by the University of North Carolina Press in 1995. The award was presented on November 24, 1994, at the 106th Annual Meeting of the American Sociological Association, Orlando, Florida.

Continued on next page.
Section Awards, continued

Political Economy of the World System

Doctoral Dissertation Award

The Political Economy of the World System (PEWS) Section's 1994 Dissertation Award has been presented to Wilma A. Dunaway for "The Incorporation of Southern Appalachia into the World Economy, 1700-1860." (University of Tennessee, Knoxville, 1994). The members of the PEWS Dissertation Award Committee commended Dunaway for her "solid, well written dissertation" and praised her for her "productive and original" examination of the world economy in the context of the Appalachian region.

Based on extensive archival research and a critical examination of the world economy, Dunaway's dissertation makes a sustained argument against the standard unequal exchange model of the world economy. The dissertation argues that southern Appalachia had a peripheral role in the world economy, and that the region's economic development was shaped by the world economy, rather than the reverse.

Dunaway's dissertation is a valuable contribution to the study of the world economy, and a significant contribution to the understanding of the role of the Appalachian region in the world economy.

Sally Hacker Dissertation Paper Award

The 1994 Sally Hacker Dissertation Paper Award was given to Marla Lindholm for her paper, "Racial Politics and Unequal Gender Relations in the Rise of the Swedish Welfare State, 1901-1976." (Lindholm's dissertation is a sociological analysis of gender and racial issues in the Swedish welfare state. Lindholm argues that the Swedish welfare state's focus on gender equality and racial justice is a significant factor in the state's success. Lindholm's paper provides a valuable contribution to the study of gender and racial issues in the Swedish welfare state.

Social Psychology

Graduate Student Award

Bradley R. Ertner Wright

Bradley R. Ertner Wright received the Social Psychology Graduate Student Award for his paper, "The Effect of Social Comparison on Self-Esteem." (Wright's paper examines the effects of social comparison on self-esteem, and finds that social comparison has a significant impact on self-esteem. Wright's paper is a valuable contribution to the study of social psychology, and a significant contribution to the understanding of the role of social comparison in self-esteem.

Sociological Practice

Distinguished Career Award

Ronne J. Steinberg

Ronne J. Steinberg is the recipient of the Distinguished Career Award of the Section on Sociological Practice. Steinberg is a sociologist who has made significant contributions to the study of social inequality, social policy, and social justice. Steinberg's research has focused on the role of social inequality in the production of social problems, and on the role of social policy in addressing social inequality.

Steinberg's research has been influential in the development of social policy, and has been cited in a number of policy documents. Steinberg's work has been widely recognized, and he has received a number of awards for his contributions to the field of sociology.

Steinberg's research has been influential in the development of social policy, and has been cited in a number of policy documents. Steinberg's work has been widely recognized, and he has received a number of awards for his contributions to the field of sociology.
ASA Section Award Nominations

Sociology of Aging

Distinguished Scholar Award

The Section on Aging's Distinguished Scholar Award Committee is accepting nominations for its 1995 award. This award honors a scholar in the field of aging who has shown occupational achievement in research, theory, policy analysis, or who has otherwise advanced our knowledge of aging. Nominations to: Jill Qualcomm, Pepper Institute on Aging and Public Policy, Florida State University, Tallahassee, FL 32306. Deadline is March 1, 1995.

Doctoral Dissertation Award

Nominations are sought for the Section's 1995 Doctoral Dissertation Award. Nominations must have received their doctoral degrees between August 1993 and August 1995 and be ASA members. Submissions may be published or unpublished articles based on the individual's dissertation work and must include a single copy of the manuscript and a curriculum vitae which should be submitted and postmarked no later than May 12, 1995. The award recipient will receive a plaque and a $250 travel stipend to attend the Annual Meeting. For additional information or to submit manuscripts, please contact: Dale J. Jaffe, Chair, Doctoral Dissertation Award Committee, 1498 East 22nd Street, Bloomington, IN 47401. Deadline is May 1, 1995.

Sociology and Computers

Student Paper/Software Competition Award

The Section on Sociology and Computers Section announces a student paper/software competition. The awards committee will consider research papers on topics submitted by the section's name, innovative uses of existing computer softw...
People, continued

Margaret Zahn has moved from Chair of the Department of Sociology to Associate Dean of the College of Arts and Science, "..." folk opera, University of North Carolina-Chapel Hill.

New Programs

The Women's Studies Program of the University is pleased to announce a new Master of Arts degree. "Women are presently taking applications for the Fall 1995. Students are offered a choice of either the academic option or the applied option. When applying, students should indicate which option they intend to pursue. The academic option prepares students for doctoral work in their chosen field by providing a background in women's issues and feminist theories. The applied option is for students intending to follow a career in women's issues or one that can be enhanced by the study of women's issues. Deadline for application is February 15, 1995. A few graduate assistantships are available. Contact Women's Studies, Douglass Building, 112 Garden Level, The University of Arizona, Tucson, AZ 85721.

Contact

Brenda J. Vander Mey serves as career consultant for our undergraduate minors in the department of sociology at the College of Liberal Arts, Clemson University. Future biographies and professional materials from sociology graduate programs around the country are needed. Send any materials to Brenda J. Vander Mey, Department of Sociology, College of Liberal Arts, Clemson University, 122 Breckinridge Hall Box 345151, Clemson, SC 29634-5151; fax (864) 656-3326; phone (864) 656-1352.

Robert S. Smith is interested in any documented evidence (e.g., letters) that relate to Dorothy Swartz Thomes' connection to the "Thomson Thorses" as found in the Child in America. Contact: R.S. Smith, Division of Social Science, Boston College, Center for the Study of Women, 140 Commonwealth Avenue, Boston, MA 02215; phone (877) 553-4707, fax (617) 466-9502; e-mail: rsmith@bc.edu.

Deaths

Ralph Milliband, London School of Economics and Political Science, died on May 22, 1994, in London.

Obituaries

Vera Borgh (1939-1995)

Vera Borgh, a sociologist and expert on Afro-Caribbean music and American rhythm-and-blues, died on September 3 in Jacksonville, Fla. She was 55.

She was born in Brooklyn, N.Y., and grew up in New York City. The cause was cancer.

"...she was a sociologist and expert on Afro-Caribbean music and American rhythm-and-blues. "..."

Marian F. Langer, former executive director of the American Orthopsychiatric Association and an expert on wid- dowhood, died on Wednesday at her home in Manhattan. She was 85.

Langer, who had a Ph.D. in sociology from New York University, was on the boards of the Barron Learning Center for Mental Health Law, in Washington; the National Coalition Against Censorship; and the orthopsychiatric association. Her executive director from 1953 until the late 1960s was John C. Clarke, who died in 1988. The association, which has its headquarters in New York City, was founded in 1897.

Reprinted From The New York Times

Zelman George (1904-1994)

Zelman George, a sociologist and expert on Afro-Caribbean music and American rhythm-and-blues, died on September 3 in Jacksonville, Fla. She was 55.

She was born in Brooklyn, N.Y., and grew up in New York City. The cause was cancer.

"...she was a sociologist and expert on Afro-Caribbean music and American rhythm-and-blues. "..."

"The best tool I've ever seen for quickly extracting, organizing, and analyzing numbers grabbed from databases is DataMunch." Windows Sources Magazine, December 1993

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Sociologists in the News

Leonard Boullon-Johnson, Arizona State University, was mentioned in an article about prerelease programs in Time magazine, September 26, 1994.

Cuba Alicia, University of Cincinnati, was quoted in The Dayton Daily News, October 3, 1994, in an article assessing the crime position of 100 candidates for the US Senate. She also was interviewed by NPR, Minnesota, October 25, regarding current "get tough" proposals to reduce crime.

Joe R. Feagin, University of Florida, and Larry Babes and Matthew Oliver, UCLA, were quoted in the Los Angeles Times, October 16, 1994, in an article titled "Race often plays real but unspoken role in politics." J. Raymond Boles, Jr. was quoted in an article about Vladimir Zhirinovsky in the St. Petersburg Times. He was interviewed on CPR, October 21, 1994, for his book, "The Confluence of Socialism and Capitalism in the United States." He also was interviewed on NPR, October 24, 1994, for the book, "The Confluence of Socialism and Capitalism in the United States.

Robert D. Manning, The American University, received media coverage on his recent research report and press conference, "Multicultural Washington, DC: The Changing Social and Economic Landscape of a Post-Industrial City." This coverage included interviews on WB TV Channel 11, DC/Baltimore) afternoon news (August) and Channel 7 (30 min) evening news, (August) and WMUR radio. It was featured on the Washington Northwest Current (August) and Washington Business Journal (September) and cited in The Washington Post and Washington Times.

Craig Reinschke, University of California, San Diego, and European University at Nicosia, was interviewed on NPR, October 24, 1993, in support of President Clinton's suggestions that demilitarization of drugs and cocaine substantially reduced the number of drug-related crimes.
Summer Programs

Fourth Annual Summer Workshop in Relative Dating Methods, 23-27 May 1995, University of Georgia, Athens, GA. This program provides advanced training in field work methods, combing seminar-training sessions with field work. The five-day workshop is designed for participants. Graduate students and postdoctoral fellows with 1-2 years experience in relative dating methods are encouraged to apply. Applicants are invited to send a short statement concerning their research interests and professional goals. The program is open to participants from all countries. The faculty includes: John Parkington, Texas A&M University; Robert Chapple, University of Virginia; and Jeffrey Schrader, University of Maryland. The workshop fee is $300, which includes lodging and meals. The workshop fee is $300, which includes lodging and meals. The workshop is supported by NSF Grant No. 9416566.

Organizations, continued

NEW TEACHING RESOURCES FOR 1994!

- New Syllabi Set

Teaching About and Responding to Hate Crimes on Campus

Edited by Rosalyn Weiss, the late Martin Segal, and Howard Elber. This volume contains sample syllabi covering topics including hate crime in the U.S., gender and identity, and hate crimes, and explores the role of race in the U.S. The book provides a comprehensive resource for educators looking to incorporate discussions of hate crimes into their courses. 111 pp. $12.95 (students), $18.95 (non-students).

- Updated Editions

Chicano and Latino Studies in Sociology: Syllabi and Instructional Materials (3rd edition)

Edited by Catherine C. Valentine and Steven Doran, this updated edition includes updated material and new chapters on Chicano and Latino studies. The book provides a comprehensive survey of the field, covering topics such as Chicano and Latino culture, history, and social issues. 310 pp. $49.95 (students), $75.00 (non-students).

Sociology of Emotion: Syllabi and Instructional Materials (2nd edition)

Edited by Larry A. Boulding and John C. Oy. This edition includes updated material and new chapters on sociology of emotion, including topics such as emotion and identity, emotion and culture, and emotion and society. 400 pp. $49.95 (students), $75.00 (non-students).

Other Publisher’s Books at a Special Member Discount

Reserved for the ASA Affiliated Student and Individual Professional Members

- The Craft of Teaching: A Guide to Mastering the Professor’s Art

By Forrest H. Hallowell, this book provides practical advice and guidance for teaching and assessing student learning. The book includes chapters on planning, teaching, and assessment, and provides practical tips for improving teaching effectiveness and learning outcomes. 360 pp. $29.95 (students), $49.95 (non-students).

Sociology of Education: Syllabi and Instructional Materials

Edited by John J. Hagedorn, this book provides a comprehensive survey of the field of sociology of education, covering topics such as education policy, educational opportunity, and educational outcomes. 300 pp. $49.95 (students), $75.00 (non-students).

Sociology of Health and Illness: Syllabi and Instructional Materials

Edited by John J. Hagedorn, this book provides a comprehensive survey of the field of sociology of health and illness, covering topics such as health policy, health care delivery, and health disparities. 300 pp. $49.95 (students), $75.00 (non-students).

Sociology of Psychology: Syllabi and Instructional Materials

Edited by John J. Hagedorn, this book provides a comprehensive survey of the field of sociology of psychology, covering topics such as psychology policy, psychology practice, and psychology research. 300 pp. $49.95 (students), $75.00 (non-students).

Sociology of Social Movements: Syllabi and Instructional Materials

Edited by John J. Hagedorn, this book provides a comprehensive survey of the field of sociology of social movements, covering topics such as social movement policy, social movement implementation, and social movement outcomes. 300 pp. $49.95 (students), $75.00 (non-students).
ASA Minority Affairs Program: Last Call for 1995 Competition!

The ASA Minority Affairs Program announces its competition for a predominately fellowship training program for 1995-96. The fellowship program competition offers two types of awards to support doctoral work in sociology. One is for students interested in the Sociology of Mental Health/Biopsychosocial and is funded by grants from the National Institute of Mental Health. The other is for applicants whose research interests and training are outside the Sociology of Mental Health. These fellowships do not stipulate a specific area of focus and are financed in numbers rather than by supported funds from the NIMH; their support is from ASA members' contributions and contributions from other sociological associations.

For predominately award, beginning and continuing students in PhD-granting sociology departments are eligible. Application deadline: December 31, 1994. Stipend: $10,008 annually; arrangements for matching payments made by ASA with departments. Approximately 10-15 new awards each year.

Both competitions are open to U.S. citizens and permanent residents, including African Americans, Latinos (e.g., Chicano, Puerto Rican), American Indians or Alaskan Natives, and Asians (e.g., Chinese, Japanese, Korean, Southeast Asian) or Pacific Islanders (e.g., Hawaiians, Guamanians, Samoans, Filipinos). Write or call for applications: Minority Affairs Program, American Sociological Association, 1722 N Street, NW, Washington, DC 20036; (202)333-3410 ext. 322.

Funds: Provided by the Division of Epidemiology and Services Research Branch, NIMH; Sociological Associations; and ASA Members

1995 Congressional Fellowship

The ASA encourages applications for the 1995 Congressional Fellowship. The Fellowship is funded by the American Sociological Foundation and is part of the Social Program in Applied Social Research and Social Policy. For information: Melinda White, 703/678-6531, or Sharon Tomlinson, 703/678-6502. Deadline for applications: September 30, 1994. Stipend: $12,000, plus expenses to be determined.

Spivack Community Action Research Fellowships

Program Description: To encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear in addressing community issues and concerns. Fellowship applications are encouraged from sociologists working to foster community organizers, local public interest groups, or community action projects. Fellowships appointments will run for the duration of the project, which the activity is to be undertaken during the year, in the summer, or for other time-spans.

Eligibility: Fellowship applications are encouraged from sociologists in academic settings, research institutions, private and non-profit organizations, and government. Advanced graduate students who are near completion of their degree are eligible to apply, but the Fellowship cannot be used to support doctoral dissertation research.

Fellowship Idea: Fellows are expected to work in relevant community organizations or agencies on projects. The proposed work can include such activities as needs assessment, empirical research relevant to community activities or action planning, the design and/or implementation of evaluation studies, or analytic review of the social science literature relevant to a policy issue or problem. Successful applicants will have plans for post-doctoral research. Fellowships may also be applied for by ASA to participate in policy briefings, testimony, or other projects related to the subject areas of the fellowship.

Fellowship: Fellowship is likely to range from $1,000-$2,500 to cover direct costs associated with the project; these funds cannot be used as a salary stipend. Approximately four Fellowships will be awarded each year.

Application Process: Fellowship applications will be accepted until February 15, 1995. Final decisions will be announced by the end of March 1995. Fellowships may commence as early as April 1995. Applications should include the following:

• A 3-5 page description of the project, including a detailed budget. The description should set forth the goals of the project, how it will be carried out, and its fit to the overall objectives of the community action project. Any products from this activity should also be described.

• A curriculum vitae.

• Resume of applicants

• A letter from an organizational sponsor

Plans and applications on Spivack Community Action Research Fellowship, American Sociological Association, 1722 N Street, NW, Washington, DC 20036.

1995 Call for Papers Corrections

Several organizers have submitted corrections to address information published in the 1995 Call for Papers. Updates are shown below with session titles in parentheses.

Epstein, Steven (SKAT Section)—Mailing and e-mail address: Dept. of Sociology, University of California-San Diego, 9500 Gilman Drive, Dept. 1012, La Jolla, CA 92037-1012, USA; spepstein@ucsd.edu

Harpur, Susan (Contemporary White Supremacist Organizations and Discourse)—Office phone number: (305) 236-1138

Steinberg, Mark (Historical Sociology)—e-mail address: mtevtein@smith.edu

Stryker, Robin (The Welfare State)—e-mail address: robingstryker@uwiso.edu

Zhou, Min (Community, Urban Sociology)—new address/phone/e-mail: Russell Sage Foundation, 112 East 64th Street, New York, NY 10021, USA; (212) 750-6036; szhou@rsgage.org


Footnotes

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Managing Editor: Carla B. Hovesty
Associate Editors: Janet Menuda-Billon
Productions: Karen Gray Edwards
Secretary: Antone Kaplan Daniels

Article submissions are limited to 1,000 words and must have journalistic value (i.e., timely, significant impact, general interest) rather than be research-oriented or scholarly in nature. Submissions will be reviewed by the editorial board for possible publication. "Open Forum" contributions are limited to 300 words; "Obituaries," 500 words; "Letters to the Editor," 500 words; "Departments," announcements, 500 words. Accepted material will appear one time only as space allows. ASA reserves the right to set a font style and length all material published. The deadline for all material is the first of the month preceding publication (e.g., April 1 for May issue).

Footnotes

Future ASA Annual Meetings

1996—August 10-14 Chicago, IL
1997—August 9-13 Toronto, Ontario, Canada
1998—San Francisco

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