1997 Annual Meeting

A Walk in Inner Toronto: Elements of the City’s Fabric

by Jim Cruickshand, York University

Toronto is a wellestablished city, and walking looking and learning are among the best ways to learn about urban fabric. Among the best places to walk are the downtown core and adjacent districts east, west and south. Economic, political, and cultural forces that have shaped Toronto are clearly inscribed on the landscape.

Économie et Urban Fabric

Inner Toronto has experienced two major economic transitions: the rise, and the fall, of its industry. Manufacturing was never the central feature of the city’s economy; financial, commercial and government services generally have dominated. But it was an area that is now the inner city, where the growth of industry in the latter decades of the 19th century created the morphology of industrial urbanism. King Spadina, for example, once a locale of elite institutions and the mansions of some of the city’s early artists, became a zone of factory buildings and warehouses. Ghettoized neighborhoods like Don Valley and Southeast Spadina were quickly abandoned by the middle-class and reinvigorated by immigrant workers—British in the former, Jews in the latter—who were arriving in the city en masse. The lakefront, once located just below Front Street, was pushed nearly half a mile south, as more space for industry, railyards, and port facilities was created on landfills. Since the 1990s, the effects of deindustrialization have been nearly as dramatic.

Footnotes

See Toronto, page 7

Board the Red Rocket in Streetcar City

by Tony Turff, York University

Toronto’s downtown neighborhoods are just steps away from American Sociological Association’s hotel. But for the fascinating neighborhoods further afield, board a “red rocket,” as Toronto’s trams are affectionately known. London has its double-decker buses, Venice its water taxis, Toronto its streetcars, the last (almost) of America’s one-piece surface-transit system of trolleys that were once a ubiquitous feature of North America’s cities.

At NIH...

AIDS Research Needs Sociological Input

Editor’s Note: This is the fourth in a series of articles on sociology at various institutes at the National Institutes of Health. Each article highlights new research agendas in the institute and urges sociologists to contact the program staff.

by Judy Auerbach
Behavioral and Social Sciences Coordinator Office of AIDS Research National Institutes of Health

The recent creation of the Office of Behavioral and Social Sciences Research within the Office of the NIH Director has helped raise the profile of the social sciences across the National Institutes of Health. OBSSR’s activities have highlighted to the biomedical community the range of perspectives, methodologies, and findings of social science research on health-related issues. Notwithstanding these efforts, the social sciences have not yet achieved full acceptability and presence at the NIH. The hierarchy of scientific disciplines still exists, with investigations at the cellular and molecular levels highly favored over investigations at the social and environmental levels.

This is as true of HIV/AIDS-related research as it is of any field. But, because HIV infection is recognized as a behaviorally induced phenomenon (i.e., transmission usually occurs as a result of sexual or drug using behavior), the AIDS arena provides a special opportunity for emphasizing the contributions of the behavioral and social sciences. Indeed, much has been accomplished in this arena with respect to the development of effective HIV risk behavior change interventions informed by psycho-social theory. Sociologists have much to contribute.

See NIH, page 11

See Streetcar, page 7

Published by The American Sociological Association
In This Issue . . .

Poisonous Gab
Two sociologists revisit the destructive world of talk show television.

What a Menu!
Volunteer to serve from a broad selection of ASA Committees.

Fond Memories
Faculty members reflect on the 1996 MOST Summer Institutes.

Professionally Socialized?
An ASA Committee issues a new report on sociology graduate students.

Passing FAD
The deadline approaches for ASA’s Fund for the Advancement of the Discipline grants.

Our Regular Features
Public Affairs Update ............... 3
Departments ......................... 12
Obituaries .......................... 15

The Executive Officer’s Column
Communicating is More than a Footnote

For Footnotes, 1997 is the beginning of a new volume year. For those of us in the newsletter “business,” it is a busy season. We seek, however, to temper business with editorial vision about Footnotes’ niche and role. Therefore, it is also a time of stock taking and goal revisiting as we strive to meet the needs of our members for relevant, useful, and timely information about the discipline, the Association, and other issues vital to sociological health and well-being. We very much want Footnotes to be a “hands-on” product that is read, used, and valued.

While keeping our “eye on the prize,” a typical Footnotes month looks something like this. Under the weight of a constant flow of materials, the editorial team composed of Ed Hatcher, Managing Editor; Carla Howery, Associate Editor; and your Executive Officer, Editor, ritually meet to sort, strategize, and scan the landscape of important events and topics for current and future issues. As the month progresses, Karen Edwards, who takes charge of production, quickly enters the scene. By now, the pace and tone are similar to that of a big city newspaper. With the drumbeat of “deadline” echoing in our heads, copy is fine-tuned, headlines adjusted for space, we want to do no more than that speak to the heart of the discipline. Some Footnotes’ articles aim to brief members on important events, opportunities, and initiatives. We hope these pieces catalyze interest in networking with a colleague, innovating in a department, writing a Congressional representative, sharing a teaching strategy, or attending a new workshop. As the news vehicle of the Association, Footnotes also transmits information and covers activities about ASA. Stories on ASA sections, journals, and awards or profiles by ASA members on the new president-elect or new journal editors keep the membership engaged and informed.

Through a variety of strategies, Footnotes is committed to covering new and important trends affecting sociology. For example, a recent series of reports from the ASA Committee on Graduate Education highlights important strategies and new initiatives related to higher education. In January, James Houpland, University of Kentucky, discussed new ways in which the master’s degree can be strengthened and marketed. Similarly, we cover events and disseminate information that is timely and essential to the discipline. In recent years, news stories were published on such issues as newly released department rankings, first-hand reports of a National Academy of Sciences conversation on rethinking graduate education (co-sponsored by ASA), and changes to the Graduate Record Exam.

ASA members, of course, are interested in the activities of their colleagues. Being the focal point for sociology and sociologists, ASA relies on Footnotes in bringing important news to members about sociologists. Through the Departments Section and in our listings under “Awards,” “People,” “Sociologists in the News,” and “New Books,” announcements give visibility to a wide range of professional sociological work that stimulates cross-talk within our community. We also write feature stories on sociologists engaged in particularly notable activities, where sociological expertise makes a difference. For example, we profiled Washington DC Central Board member Joyce Ladner and her current leadership role in reforming public education.

We also see Footnotes as a venue to highlight the scholarship of sociologists and to serve the research interests of the discipline. Award lists of sociologists funded by key agencies are regularly included in Footnotes, not just to celebrate accomplishments, but to provide information on substantive areas of work and new initiatives. Writing stories on upcoming ASA journal articles is another vehicle for highlighting the scholarship of sociology. For example, Footnotes featured an article on Contemporary Sociology’s “Ten Most Influential Works in Sociology.” Also, the recent Foote

notes series on “Sociology at the NB’’ served to convey a broad range of funding opportunities for sociologically imaginative work on health.

Footnotes, we hope, is an effective vehicle for keeping you informed of ASA activities. We aim to cover key ASA activities, both those internal and external to the organization. Over recent years, for example, news stories have been published on the work of the Committee on Professional Ethics (COPE), and John Kennedy, chair of COPE, wrote a major article when a draft revision was released for member comment last summer. Each year, Footnotes runs a series on the host city for the Annual Meeting, with ASA members from the region writing these stories through a sociological lens. From an external point of view, you want to keep members informed about issues important to the discipline and what ASA is doing. “Public Affairs Update” serves some of this function, but, where appropriate, news stories are also prepared or Council resolutions reproduced. Footnotes coverage of the Family Privacy Protection Act and the work of ASA to avert its passage was a topic of considerable attention (as well as importance to ASA members).

As with most learned societies, our newsletters produced by the Executive Office because the staff is at the nexus of information and activities that affect the discipline. My column aspires to provide a “window” on this nexus as I work across quadrants of the Association: sectors of the discipline, diverse types of departments and intersections of other fields, organizations, and relevant communities. By tradition, the Executive Officer’s column is the one routine editorial in Footnotes. I try to use it wisely to raise questions, keep you informed on vital activities and ASA policies, impart what it is we see from a national vantage, and solicit what it is you see.

I am about to do just that once again. The 1997 year marks our 29th anniversary for Footnotes as a newsletter. Originally called Sasso-Log and merged with the journal The American Sociologist, Footnotes has taken different shapes and emphases over these years. Our goal is success as a community newsletter, with late-breaking news and association business, and thoughtful coverage of the discipline. We, of course, want Footnotes to excel in communicating to our members and to other interested members. Your feedback and input are most welcome. Let us know what we are doing right, and where we are missing the boat. Please write to the Executive Officer or e-mail me (levine@fas- anet.org) with your thoughts. The acuity of our eyes and ears will be enhanced by your communication.

—Felice J. Levine

The Open Window
Council Meets; Recommends Ethics Code Revision

The ASA Council met in Washington, DC on January 26th and 26th and took action on a broad range of issues, including a recommendation that ASA members approve a major new revision of the ASA Code of Ethics.

After making only a few modifications, the Council unanimously approved the draft ethics code, which had been prepared by the Committee on Professional Ethics (COPE). The Council urged ASA members to approve the code when it appears for consideration on the ballot this Spring. Members will be mailed a copy of the proposed code with their ballots.

Footnotes will report more extensively on the ethics code in a forthcoming issue and on other Council "Highlights" listed below. At the meeting, the Council:

- Received a membership report showing a number of by-law changes to the ASA Constitution regarding membership requirements, Sections, and the election process, and that the proposed by-laws be voted on by the membership this spring.
- Approved all policy changes recommended by the Committee on Sections (COS) and the Committee on the Executive Office and the Budget (EOB) regarding Section finances, administration and governance with modification to the recommendation about section awards. Council approved allowing Sections using their resources to reimburse travel expenses for all section award winners and to provide cash awards only for recipients of student awards.
- Agreed that ASA President Neil Smelser should appoint a subcommittee to undertake a comprehensive review of the committee structure and process.
- Agreed to accept the funds and accompanying stipend from the Board of Trustees of the American Sociological Foundation. Earlier, the Foundation had voted to dissolve the Foundation as a separate entity and to transfer its fund's condition that ASA establish a Congressional Fellowship Fund and an American Sociological Foundation.
- Approved a proposed page allocation increase of 64 pages for the American Sociological Review for 1997.
- Approved changing the Public Information Committee to the Committee on the Award for the Public Understanding of Sociology.
- Approved the proposed by-laws of the Section on Sociology of Sexuality.
- Approved the 1997 budget as recommended by EOB.
- Approved a session "Supporting the use of sampling as an important and valid scientific method for containing cost and improving the accuracy of the Decennial Census" and urging the Secretary of Commerce and Congress to support the use of a sampling for follow-up of non-responding households and for reducing the differential undercount in the 2000 Census.
- Discussed ASA plans to hold a North American Conference on "Millennial Milestone: A Switching Crisis in Sociology." The conference is being convened in cooperation with the International Sociological Association and is scheduled for August 7 and 8 in Toronto, immediately prior to the 1997 ASA Annual Meeting. The Russell Sage Foundation has agreed to pay the costs of the conference.

Deadline April 15

ASA Supports Media Fellowship

The American Sociological Association announces a new fellowship opportunity for sociologists to enhance their skills in and commitment to the presentation of social science in the media. The ASA fellowship is a collaboration with the American Association for the Advancement of Science (AAAS) which sponsors a summer fellowship called Mass Media Science and Engineering Fellows Program. In 1997, ASA will support one sociology fellow as part of the AAAS Program.

The initiative is designed to better prepare sociologists to emphasize public communication and public understanding in their professional work. The ASA Fellow will join classmates from other fields of science in the AAAS-led orientation session at the beginning of the summer. Fellows will then place in an internship site for ten weeks, followed by a regrouping for a final session back in Washington at the end of the summer. Recent placements have included Newsweek, Good Morning America, and a host of major newspapers. While many programs almost go on to permanent jobs in academic journalism, the AAAS-ASA fellowship initiative seeks to encourage better public communications among those continuing active careers in sociology.

- A core ASA goal is to increase awareness of the use and contributions of sociology," said ASA Executive Officer Felice J. Levine. "This fellowship reflects that objective." After the summer placement, the ASA Fellow will have opportunities to write for Footnote and the media, and to participate in the Annual Meeting.

The ASA-ASA Fellowship must be an advanced graduate student (ABD) or a PhD sociologist. There is a $3500 stipend for the summer and additional funding to cover travel and the orientation and debriefing seminars.

The Fellowship will be coordinated by the ASA's Sprawling Program on Applied Social Research and Social Policy. Interested candidates should ask for an application: ASA-ASA Media Fellowship, American Sociological Association, 1723 N Street NW, Washington, DC 20036; (202) 833-3410; 3325 executive@asanet. org. or via the ASA Homepage or footnotedemand (800-395-1037). Applications are due April 15, 1997.

ASA Seeks Two Staff Sociologists

These positions provide the opportunity to work with a like-minded group of other sociologists and a staff seeking to advance sociology and promote ASA objectives and activities. In addition to programmatic responsibilities, all staff sociologists serve as liaisons to ASA committees, interact with members and the external community; contribute to Footnotes; prepare materials for and on behalf of the Executive Office, Council, and Committees; and represent the Association. The two positions are as follows:

1. The position centers on the Research Program on the Profession and Discipline. The applicant should have background in handling large-scale data sets, using SPSS or SAS, writing research reports, and accessing and interpreting secondary data. S/he will lead attracting survey of new PhDs. In addition, the candidate should have background in work/career issues, occupations and professions, social demography, and/or sociology of science.

2. The second position centers on the Sociology Program. The applicant should have broad knowledge of the discipline and specialty interests in areas that link to key social policy issues. The ability to synthesize and evaluate research is essential. The applicant should have skills to write and present to diverse audiences; lead, organize, and/or staff substantive initiatives (including conferences, workshops, briefings); and to cogently and accessibly summarize research findings.

Nominations and applications are sought. Candidates should have a PhD in Sociology, several years of work experience in the field, knowledge of the academic and ASA, management and administrative skills, experience in writing proposals, as well as the relevant skills for one of the positions. The start date of the positions (e.g., leave from an academic position) is flexible. Applications are being reviewed; send a letter of interest, resume, and five references immediately to Staff Sociologist Search, ASA, 1723 N Street NW, Washington, DC 20036, Contact Felice J. Levine, Executive Officer, at (202) 833-3410, Ext. 3325; FAX (202) 795-0146; e-mail address: levine@asanet.org.
Talking the Talk: Sociological Messages on T.V. Talk Shows

by Vicki Abel and Mel Susskult
Pennsylvania State University-Albion

A decade of the "confrontational" contemporary television talk show has provided an unusual laboratory for the study of the social construction of reality. The influence of television on changing popular culture and taste is perhaps quintessentially illustrated by the transformation of programming over the years. One need only look at the earlier popular version of talk shows—those hosted by Steve Allen, Jack Paar, and Johnny Carson—or the public's outrage over the relatively innocuous scandal of the 1960s quiz show (giving answers to questions to make) to point out the extent.

"Popularity" is the key, but what is popular today may be increasingly camouflaged to conform to non-stop "entertainment." Today's talk show producers continually defend the content of their shows by pointing out their popularity. These shows are popular. But their popularity is at least partially the result of some forty years of exposure to a medium that promises non-stop chills and thrills. As a result, talk shows must continually strive for more shocking, more titillating, more voyeuristic "stars" in order to keep a jaded audience's attention. In effect, "It if bleeds, it leads." Clearly, "popularity" (as measured by ratings) is the sole criterion for such a powerful communicator as television is problematic, at best. In 1992, we decided to examine empirically the content of sixty hours of the then top-rated TV talk shows and concluded that television talk shows offer us an amọnnic world of blurred boundaries and at best repressive ambiguity. Cultural distinctions between public and private, credible and incredible witnesses, truth and falsehood, good and evil, sickness and irresponsibility, normal and abnormal, therapy and exploitation, intimate and stranger, fragmentation and community are manipulated and erased for our dis- traction and entertainment. Nothing makes conventional sense in this deconst- ructed society (p. 174).1

It is the commercial nature of this ubiquitous medium that sustains the talk show format. As long as Nielsen ratings remain high, producers will justify shows on the ground that they are "just giving the public what it wants." As long as sponsors see the audience share indicated by the daily ratings, they will be attracted to the shows. Any other explanation misses the point that it is culture for sale and damned the consequences to the coarsening of American sensibility or civility.

Many involved in such shows have "off the record" espede the programming and said they wouldn't watch this stuff or let their children do it either, but to stay "in business" they must continue to plumb the depths of the public's naughtiest elements of our lifestyles. Of New York Times columnist Russell Baker recently written, we will continue (after we get bored or inured, or sponsors get used to the voyeuristic reaction from consumers) to see "television condemns of exhibitionists who lead unseemly private lives and insist on describing their favorite perversities to audiences who've been standing in line for hours to see them." As talk shows proliferated with many sons of Oprah (from nine when we started to nineteen today), we can see that programmers are loathe to try something new (as long as the ratings remain high), but stick to the formula that guarantees large and steady made audiences. It is simply too risky and economically undesirable to put millions of dollars into the untried and true new program. Copying rather than innovation is the rule.

Accordingly, since the wave of negative media attention, most talk shows have made cosmetic self-legitimating "improvements," such as Gerald's "shower cures," Jerry Springer's "final thoughts," and Montel's recurring offers to transport "addicted" guests straight from the stage to "therapy" or "recovery programs."

This relaxed framework of "helpfulness" and "alternative" interest in the psychological well being of guests is well illustrated by Gerald's recent guest to his audience during a show entitled "In the Best Interest of Children" (divorced parents feuding over custody). "We're all here for the same reason. We're interested in your children," he sharply distinguishes in that it omits any reference to the real reasons for the show—ratings and ratings—and further pressures to know and oversimplify the motivation of both the studio audience who usually does not know in advance what the show is about and the home viewing audience who may have the TV on at "background" or are watching solely for entertainment.

These much ballyhooed "improvements" actually accentuate the negatives. For example, the "hosts" traditionally, a "host" protects and does not unmask "guests" have now further metamorpho-

ized into the "host as therapist." These shows can have "real world" consequences for individuals and society, and ratings and popularity don't imply a benef-

it to the audience. Indeed, the dramatic tension of these shows necessitates confron- tation and the "setting up" of highly explosive situations in which the "guest" is thrust into a public crisis without the benef-

of screening or evaluation to determine whether he or she can "handle" it. Witness the 1995 killing of one guest by another after the taping of a segment on the Jerry Jones Show that surprised the one guest with a same-sex "admirer." The recent criminal trial, in addition to the upcoming $155 million civil suit against Jerry Jones and her producers, may, in fact, signal the beginning of the end of the commercial viability of the "show and tell all" TV talk show genre.

Since it is already been well docu-

mented that Americans get most of their "information" about the physical and social world (from television (i.e., that "social construction of reality") it seems to us that sociology could well use its unique con-

ceptual framework to help the public "see through" the talk shows and similar media messages.


Volunteer to Serve on an ASA Committee

ASA Standing Committees are filled by the Committee on Committees (COC), which makes recommendations to the ASA Council. To serve on a committee, you must be a full member of the ASA. Associates members may be invited to serve on committees, but are required to become full members before accepting the appointment.

Faced with the long list of appointments to be made each year, the people involved in the ASA try to balance the various roles of their acquaintances in making appointments. These include colleagues known personally or through their professional activities or written work. It is worthwhile, therefore, to tell anyone you know on Council or COC of your interest in serving on a particular committee. Those responsible for committee appointments are always glad to know of willing volunteers.

If you are interested in serving on a committee, please complete the following form. Nomination Forms for Committee service are due at ASA by July 1, 1997. Mail them to ASA, Governance, 1722 N Street NW, Washington, DC 20006-2861 (no faxes please). The nomination form is also available in the Governance section of the ASA Home Page (URL: http://www.asanet.org/)

- Committee on ASA/AAAS Relations
- Committee on Awards Policy
- Career of Distinguished Scholarship Award Selection Committee
- Dissertation Award Selection Committee
- ASA Distinguished Career Award For the Practice of Sociology
- Distinguished Contributions To Teaching Award Selection Committee
- Distinguished Scholarship Publication Award Selection Committee
- Dubois-Johnson-Frazier Award Selection Committee
- Committee on Employment
- Committee on Freedom of Research and Teaching
- Committee on Hate Bias Acts on Campus
- Committee on International Sociology
- Jessie Bernard Award Selection Committee
- Committee on the Minority Fellowship Program
- Committee on National Statistics
- Committee on Professional Ethics
- Public Information (Award Selection Committee)
- Committee on Section Awards
- Committee on Sociology and Persons With Disabilities
- Committee on Sociology In Elementary and Secondary Schools
- Committee on Sociology in Other Social Practice
- Committee on the Status of Gay, Lesbian, Bisexual and Transgender Persons
- Committee on the Status of Racial and Ethnic Minorities In Sociology
- Committee on the Status of Women In Sociology
- Committee on Teaching

Nomination Form for Committee Service

Completed forms must be mailed by June 1, 1997, to Governance, ASA, 1722 N Street NW, Washington, DC 20036-2861. Or, if you prefer, you may volunteer online at http://www.asanet.org.

Standing Committee:
Nominator's Name:
Nominee's Address:
City: ______ State: _____ Zip: ______
Current Place of Employment:
Title:
If teaching, please indicate classification: two-year, four-year, graduate program
Reasons for Nomination (include relevant experience and interests of committee supporting nomination)
________________________
________________________
________________________
________________________
Comments:
________________________
________________________
________________________
________________________

Demographics: ASA seeks to take into account sex, race, ethnicity, and other characteristics in making nominations for elected positions and committee appointments. If you would care, please provide the relevant information. This information is voluntary.

Race/Ethnicity: ______ Gender: ______ Person with disability? Yes, No

Two or four-year college? Yes, No

Practitioner? Yes, No

Is nomination a self-nomination? Yes, No

Submitted by (please print name):
The MOST Program, funded by the Ford Foundation, is a five-year initiative which helps sociology departments meet their curricular and programmatic needs. The program provides grants to support initiatives such as: developing new courses; promoting research on issues related to race, ethnicity, and gender; and increasing the number of students who graduate with a major in sociology.

The MOST Program provides many educators with the opportunity to develop new courses, conduct research, and promote diversity in their departments. These initiatives are supported through grants that are awarded to each participating institution. The grants are designed to help departments become more inclusive and to foster a greater understanding of social issues.

The MOST Program aims to address issues such as: increasing the number of minority students enrolled in sociology courses; developing new courses that address contemporary social issues; and fostering a greater understanding of the role of sociology in society.

The MOST Program has been successful in fostering a greater understanding of social issues and in increasing the number of minority students enrolled in sociology courses. The program has helped departments become more inclusive and to foster a greater understanding of social issues.

The MOST Program has been successful in fostering a greater understanding of social issues and in increasing the number of minority students enrolled in sociology courses. The program has helped departments become more inclusive and to foster a greater understanding of social issues.
MOST, from page 5

Miguel Carranza. This study group is comprised of a number faculty and graduate students with active teaching and research interests in the areas of class-based inequality, gender, and race/ethnicity. Because participation in the study group is broadly based and because the enrollment of undergraduates in these courses is high, the impact of this curriculum transformation project is likely to be high. Central to the activities of the group are four separate course content and pedagogical lessons learned from the MOST summer experience.

MOST at the University of California-Santa Barbara

by Kuan-Kuan Bhavnani

"Let the revolution begin," was the slogan that the UCSC MOST summer institute students adopted as the center piece of their design for their MOST T-shirts. That they chose this slogan could be seen as an example of critical thinking, the core of the discussion and focus of the summer institute. In order to facilitate critical thinking, the UCSC summer institute had four organizing principles: hard work, student research, working collectively, and sociology in action.

Hard Work

We developed a curriculum which the students found demanding - starting classes sometimes at 8:00 in the morning was not many students' or faculty's idea of a summer school and also intellectually engaging. Each week, the summer institute had a different sociological focus. Thus, week one was entitled "The Sociological Imagination" and introduced students to some fundamental concepts in sociology - gender, sexuality, race, ethnicity, migration, and racism. Kuan-Kuan Bhavnani and Magdalena Daniel, the students to read, discuss, and watch videos to introduce them to the definitions and uses of the concepts practiced. In the sociological imagination, examined the continuities and discontinuities between these terms.

For example, we had students discuss the connection between these concepts by viewing Mississippi Masala. The narrative structure of this film portrays the relationship between two people of color, of differing ethnicities and nationalities, in Mississippi. The film provides many examples of the complexity of family relationships, of stereotypes and their material consequences for people of color, and how class is across categories of race/ethnicity, migration, refugee status, and sexuality. The film, therefore, laid the groundwork for the remaining five weeks of the curriculum through a concrete example of key sociological concepts and their interconnections.

The following four weeks - each led by one faculty member - were spent studying reading, about, and discussing the Sociology of Organizations and Institutions (William Bailey), Feminist Studies (Beth Schneider), Social Movements and Global Change (John Foran), and Race and Ethnicity (Jon Crab). The teaching, during all four weeks, was based on the use of interactive pedagogical techniques - such as the extensive use by John Foran of the Case Method in his week on global change - and a more general use of small-group work in the classroom.

The students also discussed research methods and ways of conducting research every Monday morning (Kuan-Kuan Bhavnani, and on Fridays there was a three-hour "wrap-up" session in which students discussed the week's content, as well as its relationship to their own research project (Reginald Daniel - who sat in on every class the students had). In addition, Bill Bijou and Kuan-Kuan Bhavnani conducted a weekly "professionalization seminar."

The aim of these weekly sessions was to integrate methodology into the students' sociological thinking, to summarize the week's work, and to allow students to have continuous contact with these faculty members. These sessions were intended to be times when students could raise any concerns with us about the institute. This was in addition to the weekly feedback sessions held by the three teaching assistants - Razi Bush, Peter Chao, and Sussana Fella - during which the MOST students discussed possible areas for improvement in the summer institute. The TA then briefed the faculty on these issues.

Finally, Chris Allen made sure that the students' housing and communal time at their apartment complex was as comfortable as possible, and she also organized sessions for the students on how to take GRE tests and on using library facilities, as well as an introduction to campus facilities.

Students Research

Critical thinking was also encouraged by developing the students' interest in conducting their own research project. For these projects, which are currently ongoing at their home institutions, students received individual mentoring by a faculty member (approximately 18 faculty from the department participated in the summer institute) and a graduate student. This "mentoring project" was aimed at students designing a possible research proposal and was strengthened by the four open colloquia where scholars from other California campuses presented their work.

During these colloquia, Vimala Ortiz, from UCLA, talked about her study with Latinos/as in the Los Angeles area; Pierretta Maraglino-Strollo, from the University of Southern California, focused on women employed as domestic workers in Southern California; Angela Davis, from UC Santa Cruz; presented her collaborative research on women in prison in a transnational context; and Michael Orr, from UC Berkeley, discussed the problems of census definitions and categories. All four speakers discussed research in progress, and thus focused on the process of designing research. After the colloquium was formally over, the MOST students then had a chance to talk informally with the speakers about their research, scholarship, and other topics. Some of the speakers were also able to spend the previous evening with students, which was clearly enjoyed by all.

Working Collectively

We also felt that critical thinking would be facilitated through students working collectively. Classroom exercises required students to pool their ideas about the readings and present a joint commentary on their relations with each other - the assigned articles. The Case Study methodology invited students to work together in analyzing a particular situation (such as the dilemmas faced by Chile's President Salvador Allende). Students found this to be an engaging way of seeing the strength of a scholar's scholarship which can emerge through joint discussions and argumentation.

The culminating activity of the summer institute was the students' presentations. These presentations were also organized with "collective work" in mind. Therefore, students arranged their research presentations through the medium of four panels, chaired by a UCSC faculty member, with the students' deciding the membership of each panel, the order in which they would present their work, and similar issues.

Sociology in Action

The fourth element of critical thinking was for the MOST students to see "sociology in action." Thus, students had a video night where they chose films they wanted to see - such as Strawberries and Chocolate and Americans - and then participated in "field" trips to the Los Angeles garment industry (organized by Rich Appelbaum, Edna Bonacich, and Judi Kessler), to Universal Studios (Bill and Denise Bailey), the Rape Crisis Center in Santa Barbara (organized by Susanna Fella), and a visit to a farm workers union and organization, in nearby Oxnard (arranged by Peter Chao), so that they could see the contrast between labor in an urban context and in a more rural context. In addition, Razi Bush helped the students discuss and then decide on a design for the 1996 UCSC MOST T-shirt. But students not only went far to see sociology in action; they also took a walk around Isla Vista and the town of Santa Barbara and saw the differing ways in which the people in these two locations live.

Students showed us...

A crucial element in critical thinking - not included in the four listed above - is what the students taught us. They showed us how to be together as a group of people of color, without being divided, but without ignoring the differences amongst ourselves; they showed us how to be passionate about change and about creating justice, but without rancor or bitterness at the past. They reminded us about the importance of clear analysis, of structuring evidence for reason, and that, in the circumstancs and to translate that anger into concrete actions, they also showed us how to avoid cynicism.

Finally, they constantly showed us how to make jokes and be humorous but always without disrespect. Their healthy irreverence for the (occasional) norms of sociology served as a well placed counterpoint to our own seriousness. Many times, it worked to show us that the MOST students, and other students like them, are the people who will change the discipline of sociology as well as the international context in which it is studied.

But MOST at UCSC is not only about the summer institute. The Sociology Department certainly worked hard to create the climate and facilities in order to host the summer institute. Fund-raising and getting undergraduate and graduate students, as well as faculty involved in the development of the MOST principles were important initiatives, but the MOST Program was developed for the summer institute. For example, the department is examining its undergraduate curriculum with an eye to revising it as a result of the MOST Program and the curriculum we developed for the summer institute; discussions continue on the role and purpose of mentoring and how to best provide mentoring for undergraduate majors. Further, the widespread involvement of faculty and graduate students in the summer institute means that these issues are actively and regularly considered by the department. In addition, undergraduate students are working to establish a sociology club, and graduate students and faculty are also helping to further pursue "outreach" work with students on campus.

While we had thought about some/many (options vary) of the above before the MOST students arrived, we can only say that their presence made these issues come to the forefront of our ongoing MOST work. The summer of 1996 was a wonderful time for all of us, (we miss the students) and we can only say: The revolution continues.
as debris that impeded "progress." The inner-city expressway network, of which the Spadina Expressway was part, died on the drawing board, and Trafalgar Court became the first working-class neighborhood in urban Canada to participate in planning its future. The Don Valley neighborhood, now protected from highway development, experienced a pattern of change less physically apparent but nearly the defense of Old City Hall and Holy Trinity Church were drawn from the city's venerable anglophone elite, whose indigenity activism recalled Walter Ffyre's notion of "sentiment and symbolism as ecological variables." Other "ethnicities," too, have helped shape the inner city. The Spadina District and neighborhoods in its west, initially anglophone, later Jewish, have more recently been dominated by Italian, Portuguese and Chinese immigrants who have influenced residential and commercial forms in distinct ways. For example, streets in the area are dotted with "mediterraneanized" houses, a style of uncertain upgrading: featuring new red-brick or angel-stone facades, porches with ironwork rails or brick arches, and new aluminum fascia and window-trims. (In contrast, Don Vale's mostly anglophone gentrifiers prefer refurbished brickwork and woodwork and the removal of front porches.) Kensington Market, created by turn-of-the-century Jewish immigrants, now accommodates a dizzying array of ethnic entrepreneurs whose foodstuffs and styles of business are distinctly "un-Canadian." The city's largest "China-town" is centered in Southeast Spadina, a neighborhood of century-old houses mostly untouched by gentrification. Other areas have been influenced by a bohemian-and-arts clientele. Queen Street West, for example, became so hip it was fashionable in the 1980s that many counter-cultural users were priced out of the very market they helped create. At this writing, the avant-garde crowd likes to populate the

Toronto, from page 1

as thorough, almost wholesale gentrification that rapidly and unceremoniously turned its former working-class resi-
dents.

One noteworthy legacy of the era in St. Lawrence, a neighborhood at the southern end of the Don District built in the 1970s and 1980s that recalls the housing vision of the Bauhaus. The 44 acre-site, formerly used by industry and warehousing, was purchased by the City with federal housing funds and has become home to more than 12,000 residents who live mainly in inter-
low-income housing cooperatives. It is now run by groups like the Metro Labour Council, eth-
nic associations, and non-profit property companies.

Culture and Urban Fabric

Culture has influenced inner Toronto in various ways. For example, key actors in

Toronto's Church of the Holy Trinity . . .

. . . and Kensington Market.

Streetcar, from page 1

Yorkville north of Bloor. On walking west on Bloor, you can take the student quar-
ter of the Annex district between Spadina and Bathurst streets, punctuated by Honest Ed's discount emporium. The Dundas car (505) is an east-west route. West of University Avenue, it passes the Art Gallery of Ontario and, near Spa-
dina, runs through Chinatown with its busy sidewalks. Further west, the commu-
ity becomes Italian and Portuguese. It termi-

nates at a subway station where Dundas crosses Bay Street. To the east, the 505 crosses the Don River, and then turns north on Broadview to Danforth Avenue. East along Danforth is an extensive Greek com-
cer
cial area.

The College car (506) travels west through Toronto's newest bohemian area (west of Spadina), then through the city's officially designated Little Italy (now mostly Portuguese) with its outdoor cafes, eventually crossing Roncesvalles and termi-

nating at High Park. East, the College car

shuts south to Gerald Street where it con-
tinues eastward pasting between Don Vale and Regent Park, then crosses the Don to another Chinese commercial/residential district. Further east, near Greenwood, is a dense node of East Indian commercial activity that includes several restaurants. The 506 then turns north and terminates at the Bloor/Danforth subway line.

While Toronto's high population density (and narrow streets) supports very good public transit, streetcars have their own drawing power. As urban designer Lorne Capp has pointed out, the ride is more than just transportation. In the context of a momy, quiet roadway that moves at modest pace, one easily takes in the street scene that is available at eye-level. If that isn't enough, one can turn and take in the diver-
sity of riders, the mix changing with each new neighborhood along the way. You can test out this cultural theory of the streetcar by riding Toronto's red rockets for yourself.
More on Toronto...

Essential Reading

These titles are a user-friendly introduction to Toronto, its history and fabric:

- William Dendy, Last Toronto: Legacies of the City's Past, Second Edition (Toronto: McClelland & Stewart, 1990). Dendy's directory to the city's lost architectural heritage has well-researched essays that clearly locate urban forms in their social contexts and is an essential companion to McHugh.
- John Bentley Mays, Emerald City: Toronto Visited (Toronto: Penguin Books, 1994). This collection of Mays' "Citiescapes" columns from Toronto's Globe and Mail is affectionate and curmudgeonly—a literate and singular vision of both familiar landmarks and idiosyncratic places.
- J.M. Carroll, Toronto to 1918: An Illustrated History (Toronto: National Museums of Canada/Lonicer, 1983). This popular and scholarly history, written by a prominent Canadian historian, traces and visually documents the story of Toronto's first century.
- James Leeton, Toronto Since 1918: An Illustrated History (Toronto: National Museums of Canada/Lonicer, 1985). Toronto's story continues to the present, told by one of Canada's foremost urban geographers.

Essential Day-Trips

These five locales in or near inner Toronto represent a kaleidoscope of its fabric:

- Armstrong Market and "Chinatown." (Kensington Market is northwest of the intersection of Spadina Avenue and Dundas Street; "Chinatown" is centered at this intersection.) These districts are vivid examples of the city's multicultural character and of immigration and settlement. While "Chinatown" in much like similar districts in many cities, Kensington is unique to Toronto.
- Toronto's Island Neighborhoods. (Toronto's island neighborhoods may be visited by riding the Ward's Island ferry from the dock at the foot of Bay Street.) The Ward's and Algonguin neighborhoods, all that remain of a community once numbering several hundred houses, were nearly erased by civic boosters of the 1960s. Following a bitter political struggle, they survive.
- St. Lawrence Market. (The St. Lawrence neighborhood is southeast of the intersection of Jarvis and Front Streets.) Built in the 1790s on once-industrial land, and composed mainly of mixed-income, non-profit cooperatives, St. Lawrence is social housing of a special kind, very popular with its residents. (St. Lawrence Market at Jarvis and Front, the site of food and farms' markets for more than 150 years, is well worth visiting on Saturday morning.)
- Don Valley. (Don Valley is east of Parliament Street, north of Gerrard Street.) Don Valley is the essence of greenburb. Initially an affluent neighborhood, it became a working-class British-immigrant district during the city's industrial period, but now is home to the headquarters of the "Independent." (The Don Valley Parkway is an intrusion into this neighborhood.)
- Trinity Square. (Trinity Square, beside Eaton Center, is between Bay and Yonge Streets south of Dundas Street.) Eaton's planned to demolish Holy Trinity Church for its megamall. But the congregation had more reasonable ideas, resisted "progress" and created a pocket of tranquillity amid downtown.

ASA Committee Releases Report on Professional Socialization of Grad Students

ASA Committee Releases Report on Professional Socialization of Grad Students

As part of the work of the ASA Graduate Education Committee, Donna Hess and I undertook a report on "Models for the Professional Socialization of Graduate Students," which is now available to ASA members. The report focuses on two central issues: (1) the recognition that much of what graduate students learn in preparation for their careers occurs outside the classroom and (2) the assumption that graduate student learning is pervasive, "picking up" various skills not explicitly addressed in the curriculum through work with mentors. In preparing this report, we did not address the efficacy of the traditional mentor model in sociology. Such an investigation would have set to the same conclusions reached by sociologists who have studied professional socialization in law and medicine. That is, the mentor model works well for some individuals in training and very poorly for others. Our task was to seek out other approaches being used in sociology to address a number of basic questions: How can students be prepared in basic skills of writing and publication, professional presentations, funding and grants, norms and ethics of professional practice, and so forth? How can this preparation go beyond the individual level (i.e., a positive adviser-advisee relationship) to the department level, where all students would have access? What have departments done?

We collected information in three ways: a "call" for best practices in professional association through Footnotes; a search of relevant literature (e.g., Teaching Sociology); and follow-up questionnaires sent to department chairs. We received inquiries from other sociologists about what their departments and others were doing to address these issues. We have not uncovered all the efforts that departments are making; but we do provide any sense of how many departments are doing what. Our inquiries, while attempting to be broad, are illustrative in nature.

In general, we found that departments tend to rely heavily on traditional approaches. That is, most individuals in the department are held to the belief, consistent with findings from other professions, that working with professors on their research and teaching provides adequate exposure to issues of ethics, teaching, grant finding, publishing, and so forth for graduate students. In addition, they relied on the graduate director or graduate advisor to provide a source of information at the department level. They noted that many of these topics were covered across a variety of courses. For example, research ethics are covered in "methods" courses; or, grant writing is addressed in a number of substantive courses where graduate students are asked to do a mock proposal as an assignment. Occasional brown-bag sessions, and special sectional sessions held at the ASA meetings, fill remaining gaps in training and provide additional sources of information. We did not detail programs or occasional seminars offered at the university level on professional development. In our inquiries, these were mentioned often by sociologists as providing an important addition to their training.

We found that a number of more routine, department level approaches are currently being used in graduate departments in sociology. The report details these mechanisms, provides examples and offers additional information. These efforts come in three types—written materials, courses or other presentations, funds for professional development activities. They include "Proseminars," seminars on "The Profession of Sociology," seminars on "Writing and Presentation," seminars on "Publishing and Reviewing," Orientation Programs, documents prepared for graduate students or faculty on issues of the profession, and workshops for professional activities.

The report concludes that courses, brown bags, or other occasional seminars help address the gaps in training. They do not ensure that all students or faculty are exposed to the issues, but they offer the opportunity and, if well done, raise awareness of issues in departments around these issues. The written materials we examined are interesting and informative; the seminars thoughtful.

A series of questions also arise from our report. Are written materials (e.g., the ASA Code of Ethics) routinely used or read by those who receive them in the absence of some forum in which they are explicitly discussed? Since most of the seminars are offered for little or no credit to students and often taught on an overload basis by faculty, how much can we expect faculty to teach these courses on a routine basis (i.e., for no formal credit is given)? How can we expect students to take these courses over and above the other heavy coursework they have? In particular, even when they are given credit for these courses, they often cost the student, not the required of the network of methods courses, but of the few substantive, topic courses that many departments have time for in their curricula. This clash of priorities in an already overcrowded schedule cannot be ignored. A final question concerns whether and to what extent we target professional development efforts—only for doctoral students or for master's student as well? Should the efforts for these two groups be similar or different? In part, this raises the issue of how much we address the field of the applied sociologists and sociologists who have chosen other career paths outside of traditional faculty lines.

The report is now available from the ASA for $4.00 for members and $6.00 for nonmembers. (Stock #4311.P96)

Giddens Named Director of London School of Economics

Anthony Giddens has been named the new Director of The London School of Economics (LSE), effective this past January 6. The distinguished social theorist, author of more than 20 books and countless articles and reviews, leaves his post as Professor of Sociology at Cambridge University. He has also resigned his joint appointment at the University of California, Santa Barbara to take on his new duties at the LSE.

Sir Peter Parker, Chairman of the LSE governing body, commented that "In Anthony Giddens we have a Director who more than fulfills the School's criteria: a world-class social scientist, a successful administrator, an erudite and a man with considerable political and interpersonal skills. In the view of every member of the Selection Committee, he is ideally suited to take the LSE into the next millennium of the School's history."

Besides his own writing, there are now 12 books solely concentrating on Giddens' work by other authors as well as a four-volume collection of writings on his contributions, Anthony Giddens: Critical Assessments (to be published by Routledge later this year). Giddens also co-founded and developed Policy Press, which produces some 80 books a year. Reflecting on Giddens' myriad accomplishments, members of the Selection Committee commented on his proven entrepreneurial ability and described him as the world's foremost living social theorist. Citing his profound influence on the social sciences, it noted that geographers, anthropologists, economists, and political scientists, as well as sociologists, hold him in the highest regard. Professor Lord Desai of the LSE Department of Economics called him "the most imaginative appointment in a century" (the LSE was founded in 1895). The impact of Giddens on scholarship throughout the world has become even more pervasive as he takes the reigns of one of the world's most important sources of intellectual innovation. His LSE colleagues wish him well.
National Science Foundation Names Sociology Grant Winners

The Social, Behavioral, and Economic Research Directorate at the National Science Foundation recently announced the Sociology Grants Competition for Fiscal Year 1996. Sociologists received more than $3.5 million for research and doctoral dissertation funding. The 1996 grant recipients are:

Research Awards
- James W. Ballhaus, University of Georgia, $94,075 for "Participation and Influence in Group Decision Making and Micro-Group Tactic-Oriented Goals"
- Laurence Rho, University of California-Los Angeles, $90,657 for "University and the New American City: A Program of Research in Interethnic Attitudes, Residential Segregation, and Labor Market Discrimination"
- Mary C. Henten, Yong-Hui Kim, and William J. Parish, National Opinion Research Center, $255,005 for "Exploring Cross-Cultural Variations in Work and Society"
- Frank Dobles, Princeton University, $128,651 for "From the Rights Revolution to Reinvigorating the Construction of Corporate Departments"
- Deborah J. Winnick, University of California-Los Angeles, $184,000 for "Family, Fertility, Dilemmas of the Domestic Economy in Fifteenth-Century Britain"
- Glenn Findlay, Pennsylvania State University, $97,010 for "Trends in Intercountry Income Inequality"
- Mark Greenstreet, Stanford University, $254,663 for "The Social Construction of the American Electricity Industry"
- V. Lee Hamilton, David R. Segal and Mary W. Segal, University of Washington, $134,000 for "Impact of Military Downsizing on the Life Course of Russian Officers and Their Wives"
- Kenneth E. Cook, California State University, $128,000 for "Black Life in the Suburbs: Family, Fertility, and Dilemmas of the Domestic Economy in Fifteenth-Century Britain"
- David S. Hagan, Brown University, $42,162 for "The Career Implications of Life Course Opportunities and Planning: Collaborative with Kevin T. Keefe, University of Iowa, $55,825"
- Jerry H. Hough, Enrico Dardanoni, and Susan G. Lehrman, Brookings Institution, $38,000 for "Political and Social Attitudes in the 1995 Russian Election"
- Edward J. Lord, Cornell University, $95,793 for "Group Formation and Commitment in Multi-Party Predicative Exchange"
- Manuel Largo and Renato Marikay, University of Iowa, $95,960 for "Fundamental Processes of Network Exchange: Collaborative with John Snow and Daniel E. Nillers, University of South Carolina, $44,914"
- Louis L. Melin, University of Arizona, $114,565 for "Power in Negotiated and Non-negotiated Exchanges"
- Pamela Oliver, University of Wisconsin, $121,154 for "Models of the Diffusion of Collision Assurance"
- William J. Parish, National Opinion Research Center, $144,474 for "Private Sector Dynamics in China"
- Alejandro Portes, Johns Hopkins University, $564,160 for "Transnational Communities: Their Emergence and Effects among Latin American Immigrants in the U.S."
- Russell A. Reiss, University of California, Riverside, $99,313 for "Microeconomie and Institutional Influences on the Employment Relation in Contemporary Russia"
- Mary C. Taylor, Pennsylvania State University, $69,954 for "Local Realities and Social Psychological Perspectives: Interdependent Systems of Social and Ethnic Inequality"
- Marlis Tegtmeyer, National Opinion Research Center, $178,033 for "Early Labor Market Careers of Black, White, and Hispanic Women"
- Stuart Tolug, State University of New York at Albany, $135,772 for "Family Patterns and Subcultural Migrants to the North, 1920-1960""
- Raymond S. Wong, University of California, Santa Barbara, $112,246 for "Entrepreneurship in Hong Kong"

Doctoral Dissertation Awards:
- Deborah Anstis and Mary E. Berentes, New York University, $7,485 for "Gender Orientation Policy, Pretest and Final Survey"
- Charles E. Butzow and David A. McFanderson, University of Chicago, $123,000 for "Student Resistance to Learning—Network Analysis of the High School Experience"
- Aaron M. Brower and Karen Carlson, University of Wisconsin, $2,560 for "Configurations of Self Concept in Adolescent Suicide"
- Karen A. Cray and Dee Pierre, University of California, $7,500 for "The Small Structure of Support: An Examination of Support Networks Under Stress""Christopher Clavin-Dunn and Elena Ermoniak, Johns Hopkins University, $7,500 for "The Ancient Hawaiian World-System Through the Eyes of Russian Explorers"
- Ke Zhuo and Steve Yee, University of Michigan, $7,500 for "Roads to the Promised Land—Gay and Lesbian Religious Movements and Collective"
- Herbert J. Gans and Jannell Lee, Columbia University, $7,650 for "Immigrant Entrepreneurship: Structure and Intergroup Relations"
- Michael Hart and Anna Planner, University of California, Berkeley, $6,988 for "The Formation of Ethnic Inequality among Jews in Israel"
- Mary Jakeman and Anne Norval, University of California, Davis, $7,500 for "Youth Offering in a Parakeet Population"
- Ellen E. Jackson and Andrew H. Stevenson, Indiana University, $603 for "An Empirical Assessment of Costcutting and Hurst's General Theory of Crime"
- Kevin T. Licht and Craig Daniels, Pennsylvania State University, $6,955 for "Races, Classes and Human Ecological Factors in the Spatial Distribution of Manufacturing Kantivoting"
- Michael L. Longhofer and Jeffrey Hunter, University of Iowa, $7,288 for "Studying the Impact of Physical Disability in Social Interaction"
- Charles V. Muller and Elaine M. McDuff, University of Iowa, $7,500 for "Job Satisfaction and Attachment in the Local Church—A Study of Protestant Clergy"
- Andrea Korus and Michelle Fedok, Ohio State University, $7,500 for "Organization Structure and Training Strategies: The Effect of Organizational Characteristics on Employees"
- Christine Smith and David Skibik, University of North Carolina-Chapel Hill, $7,500 for "Getting Saved from the Public School—Conservative Protestant Identities and Alternative Education"
- Michael Schwartz and Jennifer Andrews, State University of New York-Stony Brook, $7,466 for "Social Movements, Resistance and Ostracism: A Study of the Civil Rights Movement in Mississippi"
- Nancy Standlee and Winifred R. Porter, Stanford University, $7,500 for "A Culture Clash of Gender Relations in the Global Economy—Women, Men and Work in a U.S. High-Tech Corporation in India"

ASA Awards Policy Committee Proposes New Schedule

The ASA Awards Policy Committee has introduced an altered schedule for the selection of ASA awards. Typically, ASA-wide awards have been selected a year in advance of their being conferred. As a result, the time interval between the selection of an award recipient, announcement, and conference at the Annual Meeting has created an anti-climatic situation, where winners are known to the community well before they are officially honored.

To address the issue, the Committee in October approved a compressed cycle for major ASA award selection committees, where award winners will be selected and will receive the award in the same year. At its December meeting, the ASA Council approved the cycle change on a two-year experimental basis.

The change goes into effect for 1998 awards. Under the new schedule, calls for nominations will appear in the summer and early fall of 1998 for 1999 awards. The 1999 winners will be chosen by award selection committees during the 1997-98 academic year; the committees will finalize their selections and inform the Executive Office no later than June 30, 1998.

ASA Awards Committee Policy Proposes New Schedule

The ASA Awards Policy Committee has proposed a new schedule for the selection of ASA awards. Typically, ASA-wide awards have been selected a year in advance of their being conferred. As a result, the time interval between the selection of an award recipient, announcement, and conference at the Annual Meeting has created an anti-climatic situation, where winners are known to the community well before they are officially honored.

To address the issue, the Committee in October approved a compressed cycle for major ASA award selection committees, where award winners will be selected and will receive the award in the same year. At its December meeting, the ASA Council approved the cycle change on a two-year experimental basis.

The change goes into effect for 1998 awards. Under the new schedule, calls for nominations will appear in the summer and early fall of 1998 for 1999 awards. The 1999 winners will be chosen by award selection committees during the 1997-98 academic year; the committees will finalize their selections and inform the Executive Office no later than June 30, 1998.

The Awards Committee will hold meetings in August 1997 to discuss publicity, procedures, timetable and so forth for the 1997-1998 Award selection. Three ASA Officers, Division Chair, Doctoral Johnson-Frazier, and Public Understanding of Sociology, are in the process of selecting award winners for 1997. The Committees will make their selections no later than June 1, 1997.

In the meantime, for all awards, ASA members should consider strong nominations for 1998. Specific announcements will first appear in the summer issue of Focus. For further information, contact the ASA Governance Coordinator Elizabeth Cappel at the Executive Office or by e-mail: governance@assoc.org.

Call for Papers for ASR

The American Sociological Review (ASR) invites the submission of manuscripts of interest to the discipline in general, including theory papers, empirical papers based on qualitative methods, and empirical papers based on quantitative methods. As the flagship journal of the American Sociological Association, the ASR seeks to publish work of sociological significance and exceptional merit that advances the discipline. Advancing the discipline requires a commitment to rigor in theory and to creativity and diversity in methodology. For empirical contributions, the ASR champions neither qualitative nor quantitative evidence (good research often uses both), but rather compelling relevant evidence. The most recent data available on manuscripts submitted to ASR that are qualitative and theory articles are accepted at the same rate as quantitative manuscripts.

Send manuscripts to: Glenn Firebaugh, American Sociological Review, Department of Sociology, Pennsylvania State University, 206 Oswald Tower, University Park, PA 16802

Awards Committees and Chairs for 1997
- Dissertation Award: Jan E. Searis
- Distinguished Johnson-Frazier Award: Donald Cassiriger
- Public Understanding of Sociology: Burton Hokfelt

Awards Committees and Chairs for 1998
- Career of Distinction Award: Jonathan H. Turner
- Distinguished Scholarly Career Award: Melvin E. Hall
- Distinguished Contributions to Teaching Award: Robert D. Davis
- Distinguished Scholarly Publication Award: Ann Tinkham
- Jesse Bernard Award: Shirley A. Hill

Awards Committees and Chairs for 1998
- Career of Distinction Award: Jonathan H. Turner
- Distinguished Johnson-Frazier Award: Melvin E. Hall
- Distinguished Contributions to Teaching Award: Robert D. Davis
- Distinguished Scholarly Publication Award: Ann Tinkham
- Jesse Bernard Award: Shirley A. Hill
The Ford Foundation Announces "Crossing Borders" Initiative

The Fund for Education is pleased to announce a new initiative, "Crossing Borders: Revitalizing Area Studies."

This initiative is intended to promote new thinking and new practices in area studies teaching and scholarship at both graduate and undergraduate levels, and to provide a culturally sensitive context for current efforts to internationalize research and the curriculum. Area studies is a significant turning point in its history as it attempts to respond to and illuminate dramatic changes in the world in recent decades and to understand complex relationships between the "local" and the "global."

In the context of the immanence of post-WWII vacu political geography for understanding the late 20th century, the Foundation has designed an initiative that will make $25 million in grants over the next six years to support model programs in the United States, to draw the policy environment for area studies, and to constitute "best practices" in the field.

As the first step in developing model programs, the Foundation invites proposals that:

- Explore new ways to conceptualizing "area" so that it does not constrain the field but rather opens up new questions, new approaches, new ways of understanding profound changes in the contemporary world and their historical antecedents.
- Are grounded in and ensure the continuation of in-depth study of specific languages, cultures, and histories.
- Create innovative and mutually beneficial relationships between areas studies research and teaching, including broadening undergraduate education.
- Attempt to create a more truly international area studies in which scholars and practitioners (artists, activists, public intellectuals) from diverse "spheres" shape the agenda and formulate, from their perspectives, what are the most important questions and what constitutes an area or region of the world.

Preliminary proposals in the form of a three-page project summary must be received by March 15, 1997. For more information, contact Toby ALove Velikan, Program Officer, The Ford Foundation, 320 East 43rd Street, New York, NY 10017. (212) 379-5100, or by e-mail: ford@fordfnd.org.

June 15, 1997 Deadline!
FAD Award Proposals Sought

Program Announcement

The American Sociological Association invites submissions to the Fund for the Advancement of the Discipline (FAD) awards. Supported by the American Sociological Association and the National Science Foundation, the goals of this initiative are to nurture the development of new knowledge by funding small, groundbreaking research initiatives and other important social research activities. FAD awards provide scholars with venture capital for innovative research that has the potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration. The award is intended to provide opportunities for substantive and methodological breakthroughs, broaden the dissemination of scientific knowledge, and provide leverage for acquisition of additional research funds.

Selection Criteria

Proposals are reviewed for scientific merit and the importance of the proposed research project. Within this context, specific evaluation criteria include the following elements:

- innovativeness and promise of the research idea
- originality and significance of research goals
- the potential of the study as a building block in the development of future research
- appropriateness and significance of the research hypothesis
- feasibility and adequacy of project design
- plans for analysis and evaluation of data
- plans for dissemination of results
- appropriateness of requested budget

The awards are limited to individuals with PhD degrees or the equivalent. Preference is given to applicants who have not previously received a FAD award. The selection committee consists of four members of the American Sociological Association, one of whom is the ASA President, and the ASA Executive Officer.

Funding

The amount of each award shall not exceed $4,000. Payments are made directly to the principal investigator. Grant money may not be used for convention expenses, honoraria, or principal investigator's salary. Awardees are encouraged to continue the early tradition of donating the FAD awards to worthy, but not necessarily ASA, causes.

Applications

Applications must be received in the ASA Executive office by June 15 for awards to be reviewed in the summer cycle, and by December 15 for awards to be reviewed in the winter. Applications should include:

- a cover sheet with the title, name of lead author, additional names(s) of author(s)
- a 100-200 word abstract of the research/conference topic
- a maximum of 5 single-spaced pages describing the project (excluding appendices)
- a detailed budget and time schedule
- a bibliography
- a statement of pending support
- a vita

Please send eight complete application packets to: FAD awards, ASA/NSF Small Grant Program, 1722 N Street NW, Washington, DC 20036; research@asaamer.org. Applicants are required to notify ASA if other funding is received for the project.

March 1, 1997 Deadline: Apply Now!
ASA 1997-98 Congressional Fellowship

Program Description:

The Fellowship brings a Ph.D.-level sociologist to Washington, DC, to work as a staff member on a Congressional Committee or in a Congressional Office. This intensive four-to six-month experience reveals the intricacies of the policy-making process to the sociologist, and shows the usefulness of sociological data and concepts to policymakers.

Award: The stipend for the Fellowship is $10,000.

For more information, contact: Spinaw Program in Applied Social Research and Social Policy, American Sociological Association, 1722 N Street, NW, Washington, DC 20036; e-mail spinaw@asaamer.org
NIH, from page 1

to HIV/AIDS prevention, treatment, and eradication—through both basic and applied social research, we have not made our mark at the NIH relative to our colleagues in other disciplines. This may stem from the fact that we have not always adhered to the general biases of NIH culture and the fact that some AIDS-related research issues sociologists explore, such as diverse sexual behavior, drug use, and social stigma, occasionally have been perceived by Congress as too controversial for authority. While this climate may previously have discouraged many sociologists from entering the field, the AIDS prevention and intervention research agenda has evolved in such a way that now requires our greater involvement.

From the early years of the AIDS epidemic, NIH research in the behavioral and social sciences had been dominated by psychological research related to HIV risk factors, with a focus on individual level. The logic was that, because HIV was transmitted primarily by specific behaviors, the most important objective was to get people to change those behaviors. This has produced their transmission or contraction. But as the AIDS epidemic has unfolded, we better understand that that, in addition to individual psychological factors related to risk behavior-contextual factors such as gender, race/ethnicity, economic development, community disintegration and violence contribute to HIV transmission and pose barriers to HIV prevention. Since these factors largely go unexplored in the NIH portfolio, our basic understanding is increasingly broad and in combination—especially in relation to sexual behavior and drug use—ultimately limited. This gap, in turns, limits our ability to intervene effectively and on the scale necessary to disrupt the epidemic.

A number of recent reports by eminent committees—including the Institute of Medicine’s AIDS and Behavior: An Integrated Approach (1994) and Assessing the Social and Behavioral Science Base for HIV/AIDS Prevention and Intervention Workshop Summary (1995), and the report of the Behavioral, Social Science, and Prevention Research Subcommittee of the Advisory Panel on the NIH AIDS Research Program Evaluation Task Force (“Levine Committee”)(1996)—have recommended substantial investment in social science research to address this issue. These reports highlight the need to approach AIDS prevention and intervention through research that addresses all levels of social organization and that targets the most HIV-vulnerable populations.

Thus, although social, environmental, and contextual factors have not been the usual focus of biomedical and behavioral science at the NIH, an increasing number of infant NIDAs and groups are recognizing the need to incorporate them into the NIH agenda. This recognition is evident in the increased funding for research related to AIDS prevention and treatment in a timely fashion. All organizations must be peer reviewed and be reviewed according to an ICD. In some cases, the fund supports supplements to existing grants, where a new discovery suggests the need for additional data or a new approach. It also supports mentorship efforts that have fuller justifications. (I review the discretionary fund proposals in behavior research, and advise the OAR Director on that basis, ranking, and funding.)

AIDS Program Evaluation
As noted, one of the responsibilities of the NIH is to evaluate periodically the AIDS research program. In 1994, the NIH Office of AIDS Research Advisory Committee (OARAC) commissioned a review to evaluate how the different components of the NIH AIDS research program fit together and to determine whether the program is moving effectively or solving the prevention, treatment, and eradication of AIDS. In early 1995, OARAC commissioned an Evaluation Working Group chaired by Arnold Levine at Princeton University. The Working Group established six Area Review Panels to evaluate AIDS research programs (Drug Discovery, Clinical Trials, Vaccine Research and Development, Behavioral, Social Science, and Prevention Research). The entire activity was the OARAC Review Panels combined was called the NIH AIDS Program Evaluation Task Force, but became known as the “Levine Committee.” Sociologists Sam Friedman of the National Development and Research Institutes, Inc. in New York and Judith Levy of the University of Illinois-Chicago participated as Panel members, and the ASA provided useful testimony in a public meeting. (Myrole in this activity was to serve as Executive Secretary to the Behavioral, Social Science, and Prevention Research Panel.)

Each Area Review Panel identified the scientific priorities within its domain (using the Plan described above as a starting point) and evaluated the current NIH research portfolio, and developed recommendations to improve, enhance, and streamline the AIDS research. The Working Group took a broader view, identifying key issues and developing major recommendations that span scientific areas and underpin the overall NIH AIDS effort. Although the evaluation took a critical look at the NIH AIDS research program to date, the focus of the review was preventive. The Working Group report and the Working Panel emphasized how to move AIDS research forward with respect to science and the management of the NIH AIDS program.

The recommendations contained in the report relating to behavioral and social science underscore the need to better integrate sociologists and sociological perspectives into the AIDS research agenda.

- Research focus on diverse levels of interventions, including the individual, small group, institution, community, society, and policy level.
- Further refinement of research methods and outcome assessments, including consideration of what and when biological outcomes should be emphasized. I've moved in behavioral interventions and when quasi-experimental or experimental designs should be used.
- Encouragement to amplify work to the cost-effectiveness and cost-utility analysis and biostatistical and mathematical modeling.
- Emphasis on research useful to communities at risk for HIV infection and to agencies implementing programs in those communities.
- Need for a paradigm shift to develop models that are done specifically with regard to sex and drug use, and that recognize that risk behavior is embedded within personal, interpersonal, and situational contexts.
- Support for basic research on individtrade differences in biological and drug use that takes into account cognitive, affective, cultural, and neurophysiological variables.
- Attenuating the individual distress and social stigma of either being HIV-infected or possessing the fear of being HIV-infected.
- Modifying the impact of HIV infection on caregivers, loved ones, populations, and society.
- Aiding conditions change to HIV prophylic and treatment regimens.
- Aiding HIV clinical trials by enhancing recruitment, retention, and protocol integrity.

Prevention Science Agenda
A major recommendation of the “Levine Committee” was for the NIH to develop a research agenda that is “coordinated, comprehensive, and includes and combines biomedical, behavioral and social science disciplines.” The Committee also recommended that the OAR convene a group of experts to advise a five-year plan and appoint a Prevention Science Coordinator in the NIH.

The OAR’s recommendations, Prevention Science Working Group (PSWG) was established under the auspices of the OAR Advisory Council (OARAC). This group will assist in the development of an NIH-wide HIV prevention science plan highlighting scientific priorities for the agency and the OAR Director on related matters. I served as a member and as Executive Secretary of this Group and was appointed to serve as the Prevention Science Coordinator for the OAR.

Sociology in the AIDS Research Program
As seen from the emerging priorities and initiatives, there is both national and international interest in how sociology in the AIDS research program of the NIH. Certainly, the biomedical community that dominatees in AIDS research programs must better educate on the value of the sociological perspective to help make these interventions successful. At the same time, more sociologists should consider entering the AIDS research arena, either independently or with other sociologists with a track record of NIH funding. The perspectives and tools of our profession are sorely needed in this epidemic.

A first step is for sociologists interested in AIDS research to familiarize themselves further with the recommendations and science priorities articulated in the reports and plans. I plan to provide copies of the scientific papers of these documents. Also, I encourage ASA members to inform me of your AIDS-related research and to obtain copies of related publications. You may reach me at the following: Judith A. Auerbach, Behavioral and Social Science Coordinator, Office of AIDS Research, National Institutes of Health, Building 31, Room 4C06, 9000 Rockville Pike, Bethesda, MD 20892. (301) 402-3555. fax (301) 496-4835 e-mail jnl@ ergonomic.nich.gov (Note: opinions expressed are my own and not those of my Office or any other Federal Agency)
Funding, continued

awards, university or college teaching experience is expected. Foreign language skills are needed for some countries, but most lecturing assignments are in English. All applicants are invited to submit a proposal by August 15, 1997. Contact: Fulbright Specialist Program, Office of Educational Programs, U.S. Department of State, 1000 New Jersey Ave., SW., Suite 200, Washington, DC 20520; 202-267-0888.

The University of California, Berkeley, announces that a new program, "The Berkeley Workshop," is now in its second year. The workshop is designed for researchers who wish to improve their writing skills. For more information, contact: The Berkeley Workshop, 1000 Shattuck Ave., Berkeley, CA 94720; 510-642-3530.

The American Sociological Association invites applications for the Wickman Graduate Student Paper Award. The award is designed to encourage graduate students to present their research at the annual meeting of the ASA. The deadline for submission is January 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Sociology of Work Grant. This grant is designed to support research on the sociology of work. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Robert E. Park Early Career Award. The award is designed to recognize early career sociologists who have made significant contributions to the field of sociology. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the John A. Hall Memorial Award. The award is designed to support research on the sociology of religion. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Mary W. G. Hare Travel Grant. The award is designed to support research on the sociology of gender. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Merle Black Award. The award is designed to support research on the sociology of education. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the William J. Goode Award. The award is designed to support research on the sociology of culture. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Robert K. Merton Award. The award is designed to support research on the sociology of law. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Donald J. Treiman Award. The award is designed to support research on the sociology of social problems. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Margaret J. Peterman Award. The award is designed to support research on the sociology of poverty. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Donald L. Horan Award. The award is designed to support research on the sociology of religion. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Ronald W. Pressley Award. The award is designed to support research on the sociology of social problems. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Robert K. Merton Award. The award is designed to support research on the sociology of social problems. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Donald J. Treiman Award. The award is designed to support research on the sociology of social problems. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Margaret J. Peterman Award. The award is designed to support research on the sociology of poverty. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Donald L. Horan Award. The award is designed to support research on the sociology of religion. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Ronald W. Pressley Award. The award is designed to support research on the sociology of social problems. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Robert K. Merton Award. The award is designed to support research on the sociology of social problems. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Donald J. Treiman Award. The award is designed to support research on the sociology of social problems. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Margaret J. Peterman Award. The award is designed to support research on the sociology of poverty. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Donald L. Horan Award. The award is designed to support research on the sociology of religion. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.

The American Sociological Association invites applications for the Ronald W. Pressley Award. The award is designed to support research on the sociology of social problems. The deadline for submission is February 15, 1998. Contact: ASA, 1703 H Street, NW, Suite 500, Washington, DC 20006; 202-208-5600.
Awards, continued

Francie Ostrower, Harvard University, received the 1996 Virginia A. Hodkinson Research Prize for Why the Wealthy Give: The Culture of Elite Philanthropy and the 1996 Association for Research on Nonprofit Organizations and Voluntary Action Award for Distiguished Book in Nonprofit and Voluntary Action Research.

Gordon Streib, University of Florida, received the Distinguished International Post of the Year by the International Society of Poets. His poem "My Destiny" was a finalist in a competition by the American Society of Poets. He has also been made a Patron of the Academy of American Poets.

Charles V. Willie, and Patricia Perliski, Harvard University; Bernard Kramer, University of Massachusetts-Boston; and Bertman Brown, received the Outstanding Book Award for Mental Health, Racism and Sex (Myers Center).

People

Deborah A. Akowitz, Bucknell University, has been appointed Acting Dean of the College of Arts and Sciences.

Bradford H. Gray, is the Director of a new Division of Health and Policy at the New York Academy of Medicine.

Cedric Herring, University of Illinois-Chicago, has been named Visiting Director of the Institute for Research on Race and Competitive Public Policy.

S.M. Miller, Boston University, has been appointed research professor of sociology.

Kevin P. Malvey, Boston University, is now working at the School of Medicine.

John Palsen, Virginia Commonwealth University, has been designated a Fulbright Distiguished Lecturer and holder of the Fulbright-Calhoun Chair in North American Studies at the University of Calgary.

Jack Nissen Porter, University of Massachusetts-Lowell, has been appointed Boston coordinator for the successful Senate in Zonk: Thought for the World Zongvian Organization.

John J. Schmah, has retired from West Virginia University after 25 years of service.

Robert Sobel will spend the year at the Kennedy School of Government at Harvard University. During the fall, as a Fellow at the Shorenstein Center, he is examining how the media portrayed support for U.S. intervention in Kosovo.

Sociologists in the News

Peter Doles, Occidental College, wrote an article in the December 6, 1996, Los Angeles Times entitled "It's Business for Working-Wage Opponents." Deter also wrote an article in the December 9, 1996, edition of the Neopangean in an article about his latest book, Women in China: A Sourcebook (Greenway).

Craig Reinarman, University of California-Santa Cruz, had an op-ed essay critical of punitive drug policy published in the November 15, 1996, edition of the San Francisco Chronicle. Reinarman was quoted in the November 18, 1996, edition of the Christian Science Monitor in an article on the origins of crack cocaine. He also did a 90-minute radio show on KBCD Radio on the topic of drug policy.

David Segal, University of Maryland, was quoted in the November 25, 1996, edition of the St. Louis Dis-patch in an article about sexual harassment problems in four branches of the military.

Lisa Walsdon-Haugset, University of Houston, was quoted in the October 27, 1996, edition of the Houston Chronicle in an article on political party preference and the impact on marriage.

Charles Willie, Harvard University, was quoted in the December 9, 1996, edition of Education Week in an article regarding the Desegregation Plan in Connecticut.

New Books

Diane Barthel, State University of New York-Stony Brook, Historic Preservation: Collectivity Memory and Historical Identity (Rutgers University Press, 1996).

Deborah B. Byfield and Gary Kaiger, Utah State University, Common Bonds (Association for Childhood Education International, 1996).

Dean J. Chapmin, Minority State University, The Ruchby Dictionary of Criminal Justice: Key Terms and Major Court Cases (Routledge Publishing Company, 1997); and Policing in the Community (Prentice-Hall, 1997).


Cedric Herring, University of Illinois-Chicago, Africans Americans and Public Agenda: The Paradoxes of Public Policy (Rutgers University, 1997).


Other Organizations

The California State Sociological Association announces its officers for 1996-1997: President, Chuck Powers (Santa Clara University); Vice President, Carl Ehrlich (Chapman University); Past-President, Gary Creeter (California State Polytechnic University-Pomona); Secretary, James A. Gym (Bakersfield College); Executive Director, Executive Director, William Kennedy (San Diego State University); Archivist, Charles F. Holm (San Diego State University); Executive Director, Joe Leon (California State University-Bakersfield); News Editor, Daniel Camilleri (California State University-Northridge); Newspaper Editor, Governing Council/CSUUCF; Joe Leon (Calif- ornia State University-Northridge); Harvey Rich (California State University-Northridge); Contributions Editor, David Medley (Miami College College); Phillips Robertson (Southern California College); Graduate Eu- ducation: Barbara Cornell (University of California-Riverside); Under-graduate Students: Anna-Marie C. Hofin (University of San Diego).

New Programs

The Institute for Research on Race and Comparative Public Policy at the University of Minnesota is a new multicultural research center that examines the intersection of research on race and comparative policy with a comparative context. The mission of the Institute is to promote, coordinate, and conduct multicultural
New Programs, continued

and multidisciplinary research designed to improve knowledge and understanding of historically understudied groups. In addition, in network, the institute hosts policy seminars and community forums on issues of importance to policy makers and members of urban communities. For additional information, contact: Celina Herri-

ing, Interim Director, Institute for Research on Race and Comparative Public Policy, University of Illinois-

Chicago.

University of York, England, Department of Sociology, is offering a new one-year taught postgraduate

course, MA in Qualitative Social Research Methods. The course is intended as specialized research training for students planning to do doctoral research based on qualita-

tive data collection and analysis, and for social research professionals wishing to enhance their qual-

itative research skills and knowledge. For more information, contact: Betty Vickers, Department of

Sociology, The University of York, York YO10 5DD, England; fax +44 1904 33225; e-mail BEV@york.ac.uk.

Deaths

Sigurd Benzonan, University of Bergen-Norway, died November 10, 1996.

Ruth Forbas died October 18, 1996.

Masao Yamamoto, Komatsu University, died during the summer of 1996.

Obituaries

David J. Gray (1929-1996), eminent professor of sociology at Hamilton College, died on May 11, 1996, at his home in HARPEN, PA, of a heart attack, at the age of 67. Professor Gray joined the Sociology Department at Hamilton in 1955 and remained on full-time faculty until his retirement in 1993.

Born on March 25, 1929, in Scanton, PA, David Gray was the son of David J. and Ethel Reese Gray. He entered the U.S. Army following his graduation from Scranton Central High in 1946 and served with the 11th Airborne Division in occupied Japan. He returned to civilian life and from

Scranton in 1948 and spent a year at Key-

stone Community College before transferring to the University of Scranton.

He received a BA degree in economics in 1952. After a short stint in industrial sales, he reluctantly went back to Penn-

sylvania College in 1958. A year earlier, he had begun his teaching career as an assistant professor at the University of Pittsburgh. In 1959, Dave moved on to the College of William and Mary.

There he achieved promotion to full professor in 1967. Two years later he was offered the opportu-

nity to change academic science dis-

covery and pioneer the teaching of sociology at Kirkland College, a newly-founded state college in Hamilton, and he arrived on the ISL just a year after the college had opened its doors. He chaired the division for four years and had only recently occupied that post when Kirkland was merged with Hamilton in 1978.

In addition to sharing with stu-

dents his passion for sociology and with colleagues his wisdom of the way of the academic world, Dave Gray relished the play of ideas and readily appreciated the insightful-

ness of others. An exceptionally

lively and generous friend, he was also a staunch advocate of both fac-

ulty prerogatives and responsibil-

ities. Away from the classroom and the political arena, he enjoyed running and the great outdoors, espe-

cially when experienced on the water. Loomis Lake had long been his summer retreat, and it was only natural that he would retire to its tranquility, three to paddle a canoe in a canoe or a row boat or skate on its ice in winter.

David was a man of simple decency. His life as scholar, teacher, and academic politician was shadowed on the wall, appearances of a deeper character than commonly expected and admired from others. In his per-

sonal relationship, he was a
to the staff. His love to live within limits, to ask how a department or institution would act and what a decent college might do. He had a personal code of conduct, concern for others, and main-

tained, was unpretentious, his talk unassuming. He was a good listener and always asked the right question. A colleague and friend paid David a high compliment when he said that David could "cut through the crap. In an intellectual environment, there is an irre-

sistible tendency to overproduce opinions about everyone and everything, so unjudgmental. He never guised his opinions at co-

juries and always, always, always treated them with respect.

It is not surprising that David was a role model for faculty advocate. He was a consummate academic politician, having apprenticed for the craft, he said, as "a try from Scranton" amidst his southern colleagues at William and Mary. His favorite quote about academic polit-

ics was one made by Henry Kiss-

inger. When asked, as Secretary of State, why academic politicians were so vicious, Kissinger replied that they were just the stakes are so small." What we admired most in Dave was his ability to keep a sense of proportion, not only in many issues before the faculty, but in his life as a whole.

David had no use for the valo-

rize-essence of sociology that was all the rage when he entered the academic arena, he preferred the instead the sociological imagination of C. Wright Mills. Students who took David's classes read the seminal thinkers of sociolo-

gy, but they also read Plato, George Orwell, Thomas Mow,

Bettelheim, Freud, and even Budd Schulberg, each chosen to raise a simple moral challenge to live the acts that he would have done without this unique charac-

teristically, he graced his own life as a man, and hoped that when he died, people would say that he had done a little good while he was here. In that goal he succeeded magnificently.

David Gray is survived by his wife, the former Charles Decker, whom he married in 1960; two daughters by his previous mar-

riage, Sharon Gray-Richardson and Susan Gray-Bie; two stepdaughters and a stepson; 12 grandchild-

en and a sister. Henry J. Rait and Daniel T. Cham-

bles, Hamilton College.

Sal Levine (1926-1996)

but Levine, a researcher and writer on medical sociology, died November 17, 1996, at the New England Medical Center in Boston. He was 74 and lived in nearby Brookline.

The cause was sudden cardiac arrest, according to the Harvard School of Public Health, where Dr. Levine was a professor of health behavior in the department of health and social behavior.

At his death he was also a senior scientist at the New England Medi-

cal Center. He was associated with Harvard as director of the Social Science Program in the 1960s, returned as a guest lecturer in the 1970s, and rejoined the faculty as a full-time member in 1990.

Dr. Levine's expertise, distilled in his voluminous writings, left its stamp on the fields of medical sociologi-

Cal and public health. He con-

tributed insights into the recovery of heart patients, the terminal patient, social stress, the quality of life afforded patients in the medical care system, and the various orga-

nizations of the health professions. He was the as co-author, or editor of 10 books and some 100 articles and scientific papers. Among the textbooks were Society and Health (Oxford University Press, 1995), Handbook of Medical Sociology (Prentice-Hall, second edition, 1972), Health Stress (Altruin, 1970), and Life After a Heart Attack: Social and Psychological Factors After Eight Years (Human Sciences Press, 1982).

Correction

In the December issue of Footnotes, the address for submissions for the ASA Section on Sex and Gender was incorrect. The correct address is: Jennifer Fierce, Department of Sociology, University of Minnesota, 909 Social Sciences Building, 267 15th Ave. S., Minneapolis, MN 55455.

Classified Ads

I'll bring out the best in your book as paper. Expert editing for style, clarity, meaning. Twenty years experience including ASR, SPO, Sociological Theory, Justice Quarterly, Demography, J. Keren Ettinger, 5300 Hamilton Avenue, Suite 703, Cincinnati, OH 45201 (513) 542-8320, 73737.1006@compuserve.com.

Summer Short Courses

Taught by Paul D. Allison in Philadelphia

Categorical Data Analysis

July 21-25

A complete course on regression analysis of categorical data. Topics include logit, probit, multinomial logit, cumulative logit, conditional logit, discrete choice, Peterson regression, contingency tables, panel data, and log-linear analysis. Participants get hands-on practice with the SAS procedures LOGIST, GENMOD, and CATMOD, plus individual consultation.

Event History Analysis

July 14-18

July 28-August 1

A comprehensive course on regression analysis of longitudinal event data. Topics include censoring, accelerated failure time models, proportional hazards models, time-varying covariates, competing risks, repeated events, discrete-time methods, and unobserved heterogeneity. Participants get hands-on practice with the SAS procedures LIFEREG, LIFETEST, and PHREG, individual consultation, and a copy of Prof. Allison's new book Event History Analysis Using the SAS System: A Practical Guide.

For more information contact Paul D. Allison, 3716 Locust Walk, Philadelphia, PA 19134. (215) 898-2177, allison@ssc.upenn.edu, http://www.ssc.upenn.edu/~allison/. Fee for each course is $800.
NEW FROM THE ASA TEACHING RESOURCES CENTER

The Teaching Resources Center has eight new and exciting products. These informative materials could be just what you need to help plan a new class or to jump-start one that you have been teaching for years.

- *Teaching Sociology with Lecture: An Armored Bibliography* (Edited by No Eastman) - $10.50 members/$14.50 non-members - Stock #213.936
- *Teaching the Sociology of HIV/AIDS* (Edited by Eric R. Wright and Michael Feluga) - $12.50 members/$16.50 non-members - Stock #392.497
- *Sociology & Teaching Resources for Courses on Collective Behavior & Social Movements* (Edited by Kelly Moore) - $14.50 members/$18.50 non-members - Stock #396.397
- *A Handbook for Teaching Medical Sociology* (Edited by Benjamin Pais and Lee Ann Gerber) - $17.50 members/$21.50 non-members - Stock #332.997
- *Race, Gender, & Class in Sociology: Toward an Integrative Curriculum* (Edited by Jean Belkhir and Brian McNett Baran) - $14.50 members/$18.50 non-members - Stock #330.397
- *Teaching Social Change: Course Projects, Simulations, & Instructional Materials* (Edited by Rosalind Cohen) - $11.50 members/$15.50 non-members - Stock #346.196

Send your prepaed order to TRECASA, 1722 N Street NW, Washington, DC 20006 or call (202) 833-3410 to order with a Visa or MasterCard.

Do you subscribe to Contemporary Sociology?

Due to a printer's error, a number of copies of the January 1997 issue of Contemporary Sociology were bound with missing or duplicate pages. If you subscribe to Contemporary Sociology, please review your January issue. If your copy is not printed correctly, please contact the printing company directly for a new copy at no charge.

Write or e-mail Jane Q. Carey, President, Boyd Printing Company, 49 Sheridan Avenue, Albany, N.Y. 12210; 518-434-4800; or e-mail to conservew.com.

Subscription corrections are available from the American Sociological Association at 1722 N Street NW, Washington, DC 20036. Please allow 6 weeks for processing.

American Sociological Association
1722 N Street NW
Washington, DC 20036-2981

Future ASA Annual Meetings
1997
- August 9-13
  Toronto, Ontario, Canada
- August 21-25
  San Francisco, California
- September 9-10
  Chicago, Illinois
- August 2000-2001
  Washington, D.C.