1998 Annual Meeting... Of Microchips and Multiculturalism: Notes from Northern California

by Karen Hasfield
San Francisco State University

“California is the biggest world in the whole country.”—Kate Senborn

In terms of its cultural and geographic diversity, economic development, and sheer size, California can indeed be seen as one of the biggest “worlds” within the country. And Los Angeles and other regions not withstand-

Working Conference Spurs Race Initiative

by Roberta Spalter-Roth
ASA Staff Sociologist

Judith A Winston, Executive Director of the President’s Initiative on Race, One America in the 21st Century was introduced by ASA President Jill Quadagno at the opening dinner of the ASA’s working conference on Social Science Knowledge on Race, Racism, and Race Relations on April 26, 1998. Ms. Winston, who as Executive Director coordinates the President’s year-long effort, encouraged conference partici-

social and behavioral science domains and disciplines. As a result of this phase, the project staff was able to develop an initial conceptual mapping of diverse streams of social science knowledge. The second phase of the project focused on knowledge building, initial analysis, and the connections across arenas of work. The project staff was involved in a massive effort to orga-

Ed Murguía
Tapped for MAP

Edward Murguía, Texas A&M University, will join the ASA executive office as staff sociologist and Director of the Minority Affairs Program (MAP), effective August 1, 1998. The Minority Affairs Program, leads two significant ASA projects, among other initiatives: the Minority Fellowship Program (MFP), providing predoctoral fellowships and training in mental health and the Minority Opportunities through School Transformation (MEST) Program working with eighteen graduate and undergraduate departments of sociology to stimulate excellence and inclusiveness. Coincidentally, Texas A&M University is one of the MOST schools that has undertaken curriculum revision, increased students’ opportunities in research, examined advising and mentoring, and assessed the departmental climate. The department hosted the 1995 summer institute for MOST students, in which Murguía participated as instructor and mentor. Since that time, the department has implemented MOST plans, including a collaboration with other schools in the A&M system (see February 1998 Footnotes).

Murguía, a San Antonio native, has served on the faculty at several institutions. After completing his MA at University of New Mexico, and his PhD at the University of Texas-Austin, he joined the faculty at San Francisco State University and later Washington State University. Feeling the pull back to Texas, he joined the faculty at Trinity University in 1981. He continued his post-doctoral work, in sociology of aging, at the University of Texas-Austin Population Research Center before moving to Arizona State where he was an associate professor in the Department of Sociology and a Research Associate at the Hispanic Research Center. In 1992, he moved to his current position at Texas A&M.

Footnotes

Published by THE AMERICAN SOCIological ASSOCIATION
Census Bureau Fields New Survey

By 2003, the American Community Survey (ACS) will be fully operational with an annual sample of 3 million households.

Small Grants for Innovative Research and Teaching

ASA small grants programs fund 10 projects to advance scholarship.

Incorporating Disability Studies in Courses

The fourth article in a series written by members of the Committee on Society and Persons with Disabilities.

Go West, All Sociologists, Go West!

Aligned groups to meet in conjunction with ASA Annual Meeting in San Francisco.

Robert E.L. Faris, 1907-1998


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The Executive Officer's Column

Reinventing Undergraduate Education—ASA Anticipates the Call

Two national reports released in 1998, one supported by the Carnegie Foundation and the other by the National Science Foundation (NSF), raise important issues about undergraduate education. These reports challenge not only academic institutions, but also scientific and learned societies, to rethink strategies and make improvements. These documents prompt us to reflect on the progress and accomplishments of sociology departments, in all types of institutions, to encourage effective teaching and learning. They also prompt me to reflect on the role and activities—past, present, and potential—of the ASA.

The first Report is the product of the National Commission on Educating Undergraduates in the Research University, which was created in 1990 under the auspices of Carnegie. The Report urges building on the mission and unique strengths of research universities in advancing quality education. The Commission Report emphasizes the leading role research universities play in the U.S. educational system. The 125 research universities make up only three percent of all institutions of higher education, but confer 25 percent of all BA degrees and 56 percent of BA degrees of doctoral recipients in science and engineering.

The second Report identifies four new ways of thinking about undergraduate education within research universities. The Commission concludes that undergraduate students at research universities across the nation are not receiving the type of education that they deserve. The point is not to lay blame, but to challenge universities to take on major rethinking. While the Report acknowledges that universities recognize that "undergraduates are too often shortchanged," it concludes that change has been only at the periphery and has not capitalized on the spatial strengths and opportunities of research universities.

The body of the Report sets forth a new model. Key to the recommendation to "Make Research-Based Learning the Standard" through involving undergraduates in the research process, providing a mentor for every student, and offering research internships. From introducing "inquiry-based learning and communication of ideas" during the freshman year through a senior "capstone experience," the goals to educate and train students in what it means to be a scholar and participate in an environment of "discovery."

The central argument of the Report is that research universities need to build on the synergy between research, teaching, and training. The report stresses the importance of the "integrated whole." The second Report derives from A Day of Dialogue on Shaping the Future of Undergraduate Science, Mathematics, Engineering, and Technology Education hosted by Project Kaleidoscope and funded by NSF. A central premise of this project is that the reform of undergraduate science education "has reached a point at which new progress cannot be sustained without the active and visible leadership of the national associations." The Report focuses on the need for scientific societies to help connect the advancement of knowledge and the advancement of learning.

The Report urges national associations like ASA to play a significant role in shaping the future of undergraduate education. With a detailed list of suggested activities, the Report specifically recommends that professional societies help departments to find "realistic ways" to proceed, emphasize teaching and learning to association journals and meetings, and directly encourage the participation of undergraduates at meetings.

The impact of these reports is coincident with ASA's long-term involvement in teaching and undergraduate education. For almost 25 years, the ASA has had an internal program, budget, and staff dedicated to the improvement of undergraduate and graduate education and effective teaching in our discipline. In addition, with a strong journal (Teaching Sociology), an active Section on Undergraduate Education, and direct programming for faculty (e.g., teaching workshops and students e.g., the Flora Program) at the Annual Meeting, ASA has institutional "homes" for further holding and advancing the Carnegie and NSF calls.

ASA's commitment to undergraduate education can be seen through our work not just with faculty members but with department chairs across academic institutions from community colleges to PhD-conferring universities. The purpose of working with sociologists as a "collectivity" within colleges and universities is to play a more pervasive and supportive role in advancing sociology. We learned that, instead of dealing with the random trouble spots (or opportunities), a national association for the discipline should work collaboratively and intentionally with the department unit (or major) across all forms of institutions. For our chair conference (now in its fifth year), we reach out to four-year and community colleges and the agenda includes considerable attention to undergraduate education and teaching. This year, we are introducing a special meeting for undergraduate coordinators.

ASA is the only learned society in the United States that has underway a major project working with academic departments on changing undergraduate education. This initiative, Minority Opportunities through School Transformation, is a joint effort of our Minority Affairs Program (MAP) and Academic and Professional Affairs Program (APAP). Of the 18 departments, 12 are at undergraduate and six are at PhD-conferring institutions, with the effort largely focused on rethinking undergraduate programs (curriculum, research-based training, mentoring, debate, and outreach). Through workshops, direct training, and departmentwide meetings, MOST seeks to engage all department faculty in promoting excellence and inclusiveness. Moreover, MOST aims not just to produce change, but to develop models that are transportable to other departments. The Carnegie Report's emphasis on research training and mentoring, and the NSF report urging scientific societies to work with departments on change are at the heart of MOST.

The Teaching Resources Center (TRC) is another example of ASA's long-term engagement in teaching and undergraduate education. The TRC continues to disseminate a wide array of materials, and in recent years in much more polished and professional form. We are also in the process of revisiting how we go about this task to ensure that we publish work that is genuinely of greatest value to those teaching.

New initiatives are also directed to the enhancement of teaching and undergraduate education. Carla Howey, APAP director, is in the midst of preparing a monograph on the peer review of teaching (with experts contributing chapters). In addition, ASA is working with other scientific societies, higher education associations, and graduate departments on efforts to better prepare future faculty to teach.

ASA will continue to work to advance undergraduate education and teaching and learning in the discipline. We welcome the guidance of our members about both what we are doing and what we should anticipate doing for our next generations. -Frank J. Leong [1]
Census Bureau Developing American Community Survey

Sociologists and other researchers will soon have access to a new large-scale household survey that is currently being developed at the Census Bureau. By 2003, the American Community Survey (ACS) will be fully operational with an annual sample of 3 million households. The ACS will be a new approach for collecting accurate, timely information needed for critical government functions and more accurate and up-to-date profiles of America’s communities. Community leaders and data users will have more timely information to use for planning and evaluating public programs. The ACS will potentially complement the need for the decennial census long form. The data will be valuable to all who currently use decennial census data and other Census Bureau household surveys for their research.

The American Community Survey will be a flexible vehicle, capable of adapting to changing customer needs. Questions or supplementary supplements can be added to the ACS not only to collect new information, but also to help identify specific populations or conditions. The survey will also be able screen for households with specific characteristics. These households could be identified through the basic survey, or through the use of supplemental questions. Targeted households can then be candidates for follow-up interviews, thus providing a more robust sampling frame for other surveys. Altogether, the ACS will gather more varied information from a larger sample of households than any current survey.

By 2003, the American Community Survey will provide estimates of housing, social, and economic characteristics every year for all states, cities, counties, metropolitan areas, and population groups of 50,000 persons or more. For smaller areas, it will take two-to-five years to sample the same number of households as sampled in the decennial census. For example, for rural areas and city neighborhoods or population groups of less than 15,000 people, it will take five years to accumulate a sample the size of the decennial census. Once the American Community Survey is in full operation, the multi-year estimates of characteristics will be updated each year for every governmental unit, for components of the population, and for census tracts and block groups.

The American Community Survey will use the Master Address File, a complete listing of all residential addresses that will be augmented as part of the Census 2000, as the sample frame. When fully operational, each month approximately 250,000 households will receive a small questionnaire. The monthly sample size is designed to approximate the sampling ratio of Census 2000, including the oversampling of small governmental units.

The self-enumeration procedure includes the use of several mailing pieces: a prenotification letter, the American Community Survey questionnaire, and a reminder card. A replacement questionnaire will be mailed to addresses in the sample if the original questionnaire is not completed and returned to the processing office within the prescribed amount of time. For sample addresses that do not respond by mail, follow-up will be conducted through telephone, personal visits from enumerators, or both.

The telephone followup will be conducted approximately six weeks after the questionnaire was mailed. Census Bureau interviewing staff will attempt to obtain telephone numbers and conduct telephone interviews for all households that do not respond by mail. In the final data collection phase, a sample will be taken from the addresses that remain unanswered. These addresses will be visited by Census Bureau interviewers who will conduct personal interviews to obtain the information required for the American Community Survey.

The ACS demonstration period began in 1996 in four communities chosen through 1998. In 1997, the survey was conducted in eight sites to evaluate costs, procedures, and new ways to use the information. This year, the ACS includes two counties in South Carolina that overlap with counties in the 1998 decennial census data release. This approach will allow the Census Bureau to investigate the effects on both the ACS and the census of having the two activities going on in the same place at the same time.

In 1999-2001, the number of county sites in the sample will be increased to 27 comparison sites and up to 28 phase-in sites. The comparison sites will collect several kinds of information necessary to understand the differences between 1999-2001 ACS and the Census 2000 long forms. In 2000-2003, pending Congressional approval of funding, a national sample of 700,000 housing units per year to the ACS will be added. In 2003, the American Community Survey will be conducted in every county of the United States.

As part of the survey development, the Census Bureau has recruited local demographic experts to help evaluate the data. For example, Dan Lichter from the Department of Sociology at Penn State is evaluating the results from Fulton County, GA, one of the four counties included in the first phase of the survey.

The Census Bureau is committed to releasing the data very quickly—within six months of the end of data collection. For data users and researchers, the ACS will provide more timely data for smaller areas. Sociologists will be able to use these data for a range of research issues from large-scale national to local applied projects.

This article was derived from the Census Bureau’s web page for the American Community Survey (http://www.census.gov/acs/www) and from presentations given as part of the American Community Survey Symposium held at the Census Bureau on March 25, 1998.

The Same Old Publishing Crisis or a New One?

By Wendy Griswold
Northeastern University
Chair, ASA Public Affairs Committee

The ASA Committee on Publications has taken some time away from its usual work vetting journal editors and mulling over policy issues to organize a panel for this year’s Annual Meeting on "The Crisis in University Press Publishing: Is It Real and How Will It Affect the Disciplines?" Participating will be Ann Swidler (University of California-Berkeley), Walter W. Powell (University of Arizona), and Peter Drabent (Princeton University Press). Wendy Griswold (Northwestern University), currently the Chair of the Committee on Publications, will preside. The session has been kept lean—three panels in 90 minutes—so that we can have an unusual amount of audience participation in this discussion.

This panel will address the questions of (1) what impact current developments in publishing are having on university presses and (2) what impact could this have on sociology? The publishing crisis is both the general one of industry consolidation, greater focus on the bottom line, and the squeezing out of independent bookstores and small publishers, and the specific one whereby university presses can no longer count on the same number of library sales as in the past. The university presses seem to be more influenced by these economic pressures in various ways. Some sociologists believe that the pressures are now chasing after trade books or being influenced by fads to a greater extent than previously, others see this as their colleagues’ muddling about their courses. On the other side of the fence, some university press editors maintain that they are responding to intellectual shifts in the discipline and not just economic pressures, while others see a pernicious effect of more attention being directed to the bottom line (at least at some presses).

Whatever the academic publishing is changing. What is not clear is whether this is having an adverse impact on assistant professors trying to publish their book, or a distorting effect on the graduate student trying to figure out on what areas of sociology he should focus. The session in San Francisco will delineate some of these likely impacts on our discipline.
Seven Projects Funded by FAD Grants

The American Sociological Association is pleased to announce the recipients of the latest round of awards from the Fund for the Advancement of the Discipline (FAD). These funds will be distributed to the National Science Foundation, these awards provide scholars with venture capital for innovative research to advance the discipline.

The projects that were funded exemplify FAD's fundamental purpose which is to provide "seed money" or "venture capital" for the promotion of important scientific work or research-related activities. The seven awards are:

Emily M. Ager (Johns Hopkins University), Ann R. Billhauser (The Population Council), and Thomas H. Wolpe (Johns Hopkins University) $3,998 for "A Social Network Analysis of Intergenerational Transfers in Taiwanese and Filipino Families." These funds will be used to study the measurement of the family "safety net" and the influence of family networks so that older person's role in the exchange and distribution of family resources is collected more accurately. Because, many countries are limiting state provided resources and family is increasingly heavily on private transfers for social support, it is important to understand the nature and function of the private networks.

Kevin Anderson (Northern Illinois University) $9,000 for "Men and Multiculturalism: Late Writings on Indonesia and Pre-Capitalist Societies." These funds will be used to translate Marx's unpublished writings on Indonesia and other pre-capitalist societies for the Midwest Research for Gender (Complete Writings), currently organized by the International Institute for Social History in Amsterdam. This project will make available to scholars potentially significant unpublished works on pre-capitalist societies.

Diane Burleyt (State University of New York Binghamton) $5,000 for "From Private Preserve to Public Access: The Renegotiation of Social Inequality Through the Reorganization of Social Spaces." These funds will be used to investigate how social inequality is connected in and through the use of physical space. An exploratory study will examine the transit of state and local parks and other upper class parks that have been transformed into public parks. The project is an example of this phenomenon. This study will advance sociological knowledge on the distribution of public goods, access and differential rewards provided by philanthropists to donors, members, and volunteers.

Helen Fine (Institute for the Study of Gerontology and Harvard University) $5,000 for "Wrestling Human Rights/Abuse, Human Wrong." These funds will be used to examine the relationship of the right to bodily integrity and the pattern and causes of the contemporary violation of this right in countries across the world. The project will draw on key concepts from sociology including, social control, social stratification, legal code, power, and exchange and will result in a book designed for a general education course.

Jeff Goughin (New York University) $5,000 for "Emotions and Social Movements." These funds will be used to fund a new core curriculum that will provide the opportunity to examine the interaction of the sociological sub-fields of the sociology of emotion and the sociology of social movements. Although emotions are central to the emergence, dynamics, and fate of social movements and other forms of collective action, current social movement theory does not adequately address this outcome of the research agenda in sociology of social movements and sociologies of emotion and the development of broader, more integrative theories.

Gerd O'Connor (University of Michigan) $3,896 for "Through the Fire: Exploring the Educational Resilience of Black Women of Low-Income and Working Class Origins." These funds will be used for a pilot project examining how different cohorts of black women from low-income and working class origins managed to become the first generation college graduates in their families. The central purpose of the study is to develop context-based explanations of these women's experiences with adulthood techniques by which they were able to negotiate race, class, and gender-based constraints and achieve "unpredicted" positive outcomes. The next deadlines for submissions to FAD are June 15 and December 15, 1998. For application procedures, contact FAD at the ASA Executive Office (202) 832-4140 ext 312 or email research@ASA.net.

Three Projects Supported by Teaching Enhancement Fund

The American Sociological Association has awarded two grants to support innovative projects on teaching sociology, which can be transported to other settings. The projects are as follows:

- Beverly Crapp and Lisa Pohlme (Georgia Southern University) plan to develop four learning modules for introductory sociology. These visual aids include computer-generated charts, tables, and graphs, qualitative digital photo essays and posters, and web-based interactive assignments. The goal is to use technology as a bridge that links students' personal experiences to a broader sociological perspective. These techniques are especially important in large lecture classes of primarily freshmen who have little technological experience. Since this introductory sociology course is also offered via satellite to college and high school students, it will be valuable to have a well-targeted visual component.

- Jeffrey Lusk (UNLV-Stockport) will analyze and extend surveys of high school teachers in California by conducting a survey of New York public schools. He intends to gather descriptive data on the extent of course offerings labeled sociology, the background and preparation of the teachers, and the content of the course. He will follow up with some of the teachers to interview them face to face about their professional needs. In addition to a publication, these data will be useful to FAD efforts to strengthen the senior elective in sociology.

Barry Markovsky (National Science Foundation and University of Iowa) will examine what is taught under the label "sociological Theory." In sociology graduate programs, he will conduct phone interviews with thirty-five Ph.D. programs in the U.S. asking what is taught in the "name of theory." The project is based on assumptions of significance for Sociology: "Sociology persists as a discipline through the transmission of its theoretical substance and values from professors to graduate students. These trainees go on to become professors, a new generation of students is trained and thereby the cycle is perpetuated." Beyond the classical theory course, there is core content in contemporary theory, in courses on theory construction, or in theory is taught within substantive courses. The projects will be completed over the next year. The next deadlines for submissions to FAD are June 15 and December 15, 1998. For application procedures, contact FAD at the American Sociological Association, 1530 New Hampshire Ave. N.W., Washington, D.C. 20036, (202) 832-4140 ext 312 or email research@ASA.net.

It's in the ASR... How Much Does Poverty Affect the Life Chances of Children?

By Glenn Franks, ASA Editor

Children poverty continues to be a serious problem in the United States. Child poverty rates in the U.S. are now lower than they were two decades ago, and current rates are 1.5 to 2.5 times as high as those in Canada and Western Europe. The short-term consequences are obvious: Those raised in poverty have less education and poorer health outcomes. But what are the long-term consequences? The following article presents the results of a new study by Duncan, Wel其实就是Crawford-Graft, and Judith Smith on the long-term effects of poverty on children's future.

"The effects of the timing of childhood poverty—what poverty can be more pernicious than later poverty—is important because family incomes are surprisingly volatile among low-income families. Duncan et al. note the policy implications of their findings: "Most important aspect is the elimination of deep and persistent poverty during a child's early years. Income insecurity in the first years of children's lives or to families or children with older children may be desirable on other grounds, but do not appear particularly effective in enhancing children's school achievement.""

Also in the June Issue

The lead article in the June issue, "Social Differentiation from First Principles" by Noah Mark, uses declarative and computer simulation to demonstrate an important insight of classical thought. That individual difference is not necessary to explain the emergence of social differentiation. This article is the first in a collection of four articles in the June issue that presents theories bearing on the emergence of stratification from individual differences. In addition to that theory collection, there are two articles on the evolving effects of childhood experience (the Duncan et al article and an article on childhood predictors of unemployment), one article that revisits the conventional evidence of a worldwide trend toward postmaterialist values, and an article on detecting bias in subjective measures.

This June in JHES

By John Mirrlees

Although women experience higher rates of heart disease mortality than white women, despite similar rates of heart disease morbidity, the elevated risk may come from living in neighborhoods with high concentrations of female headed households. A study in the June issue of the Journal of Health and Social Behavior (JHES) finds that neighborhoods with high concentrations of female headed households have high rates of female mortality from coronary heart disease. African American women are much more likely to be living in neighborhoods where women head many family households. Among younger women poverty accounts for most of the association between of the rate of heart disease mortality and the prevalence of female headed households. Among older women the association remains substantial after adjustment for poverty and other characteristics of the community and the individual (including family income, education, age, marital status, body mass index, and ever having chronic conditions). Jean-Henry Richard, G. Rogers and Kimberly Peters links data on 199,221 women from the National Health Interview Survey with death certificate information from the National Death Index and with community data from the Census.
Incorporating Disability Studies in Sociology Courses

The fourth article in a series written by members of the Committee on Society and Persons with Disabilities

Lynn Schenselger
State University of New York-Plattsburgh
Diane E. Taub
Southern Illinois University-Carbondale

As the two former co-chairs of the ASA Committee on Society and Persons with Disabilities, we have been fortunate to work with numerous individuals in identifying ways in which the teaching of sociology can address the needs of sociologists with disabilities in all aspects of the profession. Through their efforts, Committee members have increased attention on disability issues and have advanced knowledge about disability research and teaching. In this article, the fourth in a series on disability and sociology, we focus on the incorporation of disability-related issues and research in sociology classes.

As noted in the January 23, 1998 issue of The Chronicle of Higher Education, disability studies as an interdisciplinary field is relatively new. In fact, the first Ph.D. program in disability studies is scheduled to begin next year at the University of Illinois at Chicago. However, sociologists have researched disability, employment, and health costs, and provide such classic works as Goffman’s Stigma and Roth’s Timetables.

One of our goals in teaching about disability is to make explicit what has often been implicit: disability as a social characteristic. We teach that sociologists see social class, gender, race/ethnicity, age, and sexual orientation as elements of an individual’s life chances. Another goal we share is to examine critically past, present, and future research related to disability. We explore disability as a social phenomenon and do not assume, for example, that the perspectives of clinicians or government agencies represent the varied experiences of individuals with disabilities. Similarly, we recognize that there are differences among people with disabilities. This point may appear obvious; yet sometimes we struggle in our classes to expose students to viewpoints about people with disabilities other than pity, fear, or disgust as society teaches us to view them. Finally, we recognize that the development of disability studies is related to the history of disability rights organizations, such as feminist studies, African American studies, and gay/Lesbian studies have grown out of and in turn influenced social movements.

Below we have listed some questions colleagues have asked us, along with brief responses.

Where can I find information about disability-related research? I don’t know anything about the topic.

Fortunately, this question is not as hard to address as it would have been 10-15 years ago. Today, sociology instructors can turn to an increasing variety of sources. In addition to research published in mainstream academic journals, there are scholarly sources for teaching disability rights movement, including works by sociologists (Zola, Bogdan and Taylor, literary scholars (Thompson, Mitchell and Snyder), psychologists (Linton), political scientists (Halprin), social policy analysts (Pfeiffer), and historians (Longmore). Popular publications, such as The Rainbow Edge and Mouth, offer commentary on such political debates as disability rights, community and culture.

The Society for Disability Studies now has over 300 members and publishes conference proceedings and a journal, Disability Studies Quarterly. Their Web site is http://www.sdsq.org. In addition, journals such as Disability and Society and Journal of Disability Policy Studies are valuable sources of information. Slowly, collections of readings are being published (Nagler, Davis); and introductory sociology textbooks are beginning to include at least some information about disability (Giddens, Hess, Markson, and Netz and Schroeder and Lammi). This year, the ASA Teaching Resources Center will publish our edited collection of course syllabi, exercises, assignments, and resources for teaching sociology and disability. We also have included material from scholars, as well as poems, music (Fred Smalls’s ‘Talking Wheelchair Blues’), and film projects.

Do you need to be an expert to include disability-related issues in sociology classes? If you can not be a person with a disability, does that make a difference (or conducting research) on disability? No, you do not need to be an expert. You simply need to think sociologically, read available literature, ask questions, and be prepared for evidence that might contradict your experiences, opinions, and expectations. There are ongoing discussions about whether the people involved in disability studies should be limited to individuals with disabilities. This debate is similar to ones we have witnessed in women’s studies and in other area studies. There are no easy answers. Some people maintain that it is better to have someone than no one active in teaching disability studies. Still others believe that just because an individual has a disability does not mean that he or she will be involved in disability studies. This belief is similar to the one we hear in women’s studies that being a woman does not necessarily equate to being a feminist. Many individuals on campuses who include disability in their courses do not have disabilities; however, they are looking at disability in ways that give voice to the lived experiences of people with disabilities. The debate about who should teach (and research) disability studies is ongoing.

Do I need to teach on entire course on disability or is it enough to devote a section of each of my courses to disability issues? Teaching sociology of disability includes, but is not limited to, courses that focus primarily on disability and social life. Information on disability can be woven throughout, along with other social characteristics such as social class, gender, and race/ethnicity. Disability can be seen as part of the social construction of reality. Sociologists have included disability-related material in courses such as Introduction to Sociology, Social Psychology, Sociology of Deviance, Methods, Health and Medicine, and Families. Moreover, at Plattsburgh State University of New York, the writing seminars provide an opportunity for faculty members to focus on one topic (e.g., gender and disability). Why should I care about teaching about disability? Having a disability is not an isolated experience nor one that affects few individuals. Whether you have a disability, have been temporarily disabled, or have students or family members with disabilities, disability is an important social characteristic that has, in effect, come out of the closet. Disability studies scholars maintain that individuals with disabilities have been marginalized for too long. Relationships among disability, ability, human rights, social interactions, and social policy raise important sociological theoretical and applied questions.

We would like to hear your comments about disability studies and experiences you have had teaching about disability-related issues. We will be facilitating a teaching workshop entitled "Teaching Disability Studies in Societies" at the ASA meeting in San Francisco. We plan to distribute teaching materials to those who are interested in discussing the issues raised in this article. You may contact us at schenselger@suny-plattsburgh.edu and dtaub@siu.edu. (The sources mentioned in this article can be obtained from either author.)

Behavioral and Social Science Volunteer Program

An Invitation for Sociologists to Contribute to HIV Prevention Efforts

by Duane Wilkerson, MPH, Program Director, Behavioral and Social Science Volunteer (BSSV) Program

Looking for the opportunity to put sociological research into practice in your own community? Look no farther! If you have expertise in race and ethnicity, sex and gender, youth, rural or urban issues, organizations, community empowerment, poverty, drug use, social psychology, qualitative or quantitative methods, or medical sociology, the Behavior and Social Science Program may be for you. This invitation is offered to those interested in HIV/AIDS prevention from recent graduates to senior professors.

In collaboration with the American Sociological Association, the Centers for Disease Control and Prevention and its partner, the American Psychological Association, would like to extend an invitation to sociologists to join the Behavioral and Social Science Volunteer Program (BSSV). Sociologists are being sought because of their expertise in training in community level research and their background in needs assessment, program evaluation, program development, and sociological theory. The goal of the BSSV program is to link social and behavioral scientists with local HIV prevention efforts. Depending on the level of involvement that is chosen and the local need, sociologists may be linked to state or regional community groups, health departments and community-based organizations who plan for or provide prevention services to at-risk populations. Sociologists would provide their expertise and skills as desired. For example, sociologists might explain relevant sociological theory to planning groups, provide evaluation measures to prevention programs, or provide training in how to tailor effective intervention programs to local target audiences. Sociologists also would help identify areas where other forms of technical assistance would be beneficial to planning groups or prevention programs.

One sociologist and BSSV volunteer comments, “I’ve provided a number of training sessions on Social Marketing, Focus Groups, Needs Assessment Development, Technology Transfer and Behavioral Science application to the...”

Community Planning Group (CPG) process.” Dr. Mark Colombo goes on to say, “Sharing theoretical experiences with community-based organizations and making the pieces fit... provides enthusiasts the chance to become part of the community planning process. Sociologists can assist in making the Epidemiological Profile, which is possible collaborations with national partners like Centers for Disease Control and Prevention, the American Psychological Association and technical assistance providers such as the Academy for Educational Development, state partners like Community Planning Groups and the Department of Health and local partners such as Community-Based Organizations who provide prevention services. 2) participating in technical assistance and training provided to community groups and volunteers, and 3) acquiring up-to-date information on HIV/AIDS planning, program implementation and program evaluation.

BSSV program staff enlist and profile interested social scientists, provide orientation to the HIV Prevention Community Planning process, link sociologists with local planning groups, health departments and community-based organizations, and assist sociologists in identifying resources for specific technical assistance needs. The BSSV program also supports ongoing professional relationships among the volunteers through internet contact, publications and regional meetings.

To get more information about what the program has to offer or to obtain an application, please contact the BSSV program office at (202)336-3999. A BSSV staff person will assist you on your way to becoming a BSSV volunteer.

Duane Wilkerson was the Health Planner for Washington State's HIV Prevention Community Planning Group for four years and has been doing HIV prevention work since 1985. He is assuming a position as Program Director of the BSSV Program. He thanks Brenda Saia for her help with this article. He is also a sociologist with the Research and Support, Behavioral Intervention Research Branch at CDC.
Go West, All Sociologists, Go West!

Meetings of other sociological associations are being held on the West Coast this summer in conjunction with the 1998 ASA Annual Meeting in San Francisco. Here is a quick reference list of meeting dates and locations, who to contact for meeting and registration information, and notes on housing/reservation arrangements.

Association for the Sociology of Religion (ASR)
August 20-22, 1998
Pentagon Hilton
Portland, Oregon
Contact: Bill Swatos (Executive Officer).
ASR is also taking advantage of the conference Drive, Hollywood, Fl 33621-1299; (813) 844-5990 voice; (813) 844-7332 fax; e-mail swatos@msn.com; website (in progress).
http://www.sociologyofreligion.com
Housing information: Rates are single $199, double $329. Contact the ASR Executive Officer for housing after June 15.

Association of Black Sociologists (ABS)
August 19-21, 1998
Westin St. Francis Hotel
San Francisco, California
Contact: Diane R. Brown, 1998 Program Chair/President-Elect, Urban Health Program, Wayne State University, 3191 Faculty/Admin. Bldg., Detroit, MI 48202, (313) 993-8045 or 577-1811 voice; (213) 547-0876 fax.
Housing information: Room rates are $165 single, $190 double. Call the Westin St. Francis Reservations Department, (415) 397-7000, to make reservations. The cutoff date is July 18. For assistance in making your reservations, contact Diane Brown (see above).

The Rural Sociological Society (RSS)
August 5-9, 1998
Pentagon Hilton
San Francisco, California
Contact: Rebecca Schindler, RSS Business Manager. Amherst Hall 550, Western Washington University, Bellingham, WA 98225-0001; (206) 659-7859 voice; Fax: (206) 659-7858 Fax; rsm@cswwu.edu; website: www.lapaw.wwu.edu/rss
Housing Information: Special RSS rates are available at the Hilton from August 3 until August 11. The room rate is $117 (single/double occupancy); a third person may be added for an additional $25. For reservations, call (408) 445-8667 before July 5. The conference rate may not be available after the July 5 cutoff date.

The Society for the Study of Symbolic Interaction (SSSI)
August 22-23, 1998
Renaissance Pres 35 Hotel
San Francisco, California
Contact: Michael Heaths, SSSI Program Chair, Department of Sociology, Radford College, 2851 Georgia Avenue, S.W., Washington, D.C. 20037; (301) 846-8455 voice; (813) 864-7667 fax; e-mail: heathsmd4@email.radford.edu;
Housing Information: The SSSI room block is open to SSSI members. Use the housing form published in the SSSI Preliminary Program or contact the SSSI Travel Desk, Travel Technology Group (TTG), 110 West Hubbard, Chicago, IL 60610-5335; (312) 329-5613 fax; traveldesk@ttgonline.com.

Sociologists for Women in Society (SWS)
August 21-24, 1998
Renaissance Pres 35 Hotel
San Francisco, California
Contact: Barbara Katz Rothman, Department of Sociology, Baruch College/CUNY, 17 Lexington Avenue, New York, NY 10010; (212) 995-1709 voice; (212) 995-1708 fax.
Housing Information: The SWS room block is open to SWS members. Use the housing form published in the SWS Preliminary Program or contact the SWS Travel Desk, Travel Technology Group (TTG), 110 West Hubbard, Chicago, IL 60610-5335; (312) 329-9353 fax; traveldesk@ttgonline.com.

Letters to the Editor

ASA Committee Reorganization

The proposed by-law changes:
(1) Abolish the elected Committee on Committees. The ASA Board will nominate their own replacements.
(2) Make the Publications Committee appointed instead of elected. Henceforth ASA members will have no direct say in choosing the people who select editors and set the direction for association publications.
(3) Load more tasks on Council, thus increasing the de facto power of the Executive Office, the least democratic (and quite possibly the least effective) part of the organization.

Normally an anti-democratic change would face tough going in the ASA. This time it is likely to pass because people support it, but because Footnotes presented only one side — in fact, did not present either side — it is possible that the vote takes place on a timetable that makes it almost impossible to organize a countervote against the preferred party position. I think a number of good people, whom I respect and like, have inadvertently locked into something they should have doubts about; I fear the (remote?) possibility that instead this is a warning shot about the future direction of the ASA.

Dan Claramunt
University of Massachusetts-Amherst

Taking Issue with ACTS

Sociologists should take note of the Association of Christian Teachers of Sociology (ACTS), described by Craig Howery in the March issue of Footnotes. ACTS provides our discipline with an interesting sociological and epidemiological dilemma.

ACTS members seek to "integrate faith and learning," a term they use, and their annual meeting features many presentations concerning sociological topics viewed through "faith-based" lenses. Christians may be no more motivated in their professional activities by their religious beliefs than other sociologists, who infuse their teaching and research with resolved commitment and intense passion to some non-religious ideology, or perhaps an ideology posited as a theory. However, ACTS appears to be an advocacy group for actively framing their sociological work with interpretations they derive from their religious faith. Many other groups exist in the sociological community that are based on non-religious yet fervently held belief systems, and academic freedom protects the activities of ACTS or other religious sociologists to the same degree as other groups. Yet ACTS presents a sociological dilemma within the discipline because Christian epistemology is at odds with the way that sociology is designed to view the source and nature of knowledge. Christian epistemology leads adherents to presume supernatural, and therefore often misguided individualistic, causation for many life problems and social system inequalities. The epistemology of sociology emphasizes understanding the complex social arrangements and dynamics that empirically exist which influence people's lives, and how real people and not gods change social systems. Similar to other major religious, Christianity is historically connected to influence members' analyses of social problems with a moral perspective informed by their holy book and teachings of the various denominations. Sociology at least presents a broad disciplinary lens or being primarily positivistic and a scholarly discipline that values the willingness to always accept that we may be wrong. Christianity and sociology thus are in a basic sense different epistemological approaches to understanding the social world.

I do not support integrating Christianity into sociology any more than incorporating any other religious beliefs into sociology. Most sociologists, like their students, are religious to some degree. Many religious other than Christianity as well as agnostics and atheists are represented among both sociologists and their students. Presenting one's Christian beliefs before students and evaluating their understanding of those beliefs through the compilation of grades should stay in the realm of Sunday school and the fear of hell.

Lee Martin
University of Maryland-College Park
la坐落在@fjef.net.com

A Final Word from the Institute for American Values

Regarding your January 1998 forum in which a number of sociologists share their "observed views" of Clashed Hearts, Clashed Minds: The Textbook Story of Marriage, Norval Glenn's study of college-level family textbooks, commissioned by the Council on Families of the Institute for American Values. I note with interest that with the exception of Glenn himself and one sentence by David Knox—"But, perhaps, we might all profit from being reminded that marriage is not just a popular societal norm and ought to continue to be important goals and contexts of emotional fulfillment"—not one commentator had anything to say about Glenn's research and recommendations. Of, or course, about marriage itself.

I also note that of the twelve critics, only two, those from Demie Kurz and Mary Ann Lavascusa, contain even the slightest reference to any specific point that Glenn makes. (Addressing a specific point, once a common practice in intellectual discourse, would go something like, "Glenn's study says X, but Professor A or study B shows that Y is more accurate.")

In this regard, I'm grateful to Demie Kurz for mentioning something that Glenn actually says. But what is Kurz's complaint? Glenn writes that marriage, because it is a universal human institution, "must fulfill beneficial functions" for individuals or society. Not so, says Kurz. That marriage fulfills any legitimate human needs is not a sociological fact, but only Glenn's "assumption." Hence, one doesn't know what to laugh or cry.

With Judy Root Austin, on the other hand, I knew to laugh. At some length, she compares Norval Glenn to, no, not Hitler, but rather Joseph McCarthy and his "well-funded, well-connected skillful network bent on intimidating and controlling the entire population." The intellectual quality of that comparison gives you a very good sense of the quality of Austin's current family textbook.

Like Austin, most of your commentators were essentially interested in name-calling and windy political pontification—some of it directed against Glenn personally, none against the Institute, most of it comically reinforced and about as scholarly as "The Jerry Springer Show." I plan to mail these "informative views" to everyone who has supported or is interested in Glenn's report, since they exemplify in crystalline form exactly the silliness and lack of standards that Glenn describes so well in Closed Hearts, Closed Minds.

David Blankenhorn, President
Institute for American Values
San Francisco, from page 1

of the things that get their start here are morally tainted.)

I’d like to briefly frame two major social changes developing in a way that’s not associated with the Bay Area, which seem to me to have caught our readers’ attention. The first is the high-tech “revolution,” a movement that’s rapidly increasing multicultural diversity, which does not actually create a new social fabric but is geographically specific to our community. But as ethnic diversity has increased in California—probably more so than almost anywhere else in the state—in the last decade, it’s become majority status in the state—related debates and controversies have intensified. Each of these groups—the new arrivals—has its own language, and although they are rarely framed in relationship to each other, the forms they are, in fact, as I will point out below.

A few years ago, I used to think I lived in the San Francisco Bay Area. Now it seems, without having moved a step, I live in Silicon Valley. My home is only 12.5 miles from the Santa Clara County border of the state’s geography, and despite the fact that I work in San Francisco, I still sometimes think of myself as a San Francisco resident. I don’t have my own website, or as some say, in the boardroom on the local food magazine, the “yuppie valley,” according to cultural and business lore, the “Silicon Valley.” But even as I cling to my old, geocultural identity, I take heart in the day-to-day changes in the area, if not already, San Francisco will also be part of Silicon Valley.

Your town may not be next. Vice President Gore and several visiting world leaders have seen the future, and it is Silicon Valley. I’m only being partly tongue-in-cheek here, in the middle of a highly publicized event in San Francisco, such as the one focusing on biotechnological issues, such as those focusing on biotechnological issues, which is being discussed for development of high-tech industry and research centers in the city, such as Hunter’s Point and around the country and the globe. From San Francisco to Singapore to Togakushi, Silicon “Cities,” “Deserts,” and “Deserts” galore have popped up.

I am not against economic revitalization through Siliconization, per se, and in most cases, I am also quite happy to see that happening. But even though my own research has been heavily focused on Silicon Valley labor issues, I’m not sure I actually want to live in an area where “there is no there there.” This may be the case in San Francisco. But in the stretches of the valley and the region’s geography, it is a different story.

The Silicon Valley, perhaps the most famous of Silicon Valley cities in the world, is a beacon for the world of technology. It is a place where people come to pursue their dreams and realize them. But there is also a darker side to the valley, a side that is often overlooked.

In Silicon Valley, the idea of “progress” is often glorified, and this can lead to a failure to acknowledge the negative consequences of such progress. For example, the rapid growth of the valley has led to a significant increase in the cost of living, which has made it difficult for many people to afford to live there. This has led to a significant increase in homelessness and poverty, which is a problem that is worsening.

To address this problem, there has been a push for affordable housing and other programs that aim to help those in need. However, these efforts have been met with resistance from some who argue that they would disrupt the area’s economic growth.

Despite these challenges, the valley continues to be a hub of innovation and progress. The valley’s companies continue to lead the way in developing new technologies and products that are changing the world. But it is also important to recognize the impact that these technologies are having on society and to ensure that they are developed in a way that is responsible and ethical.

In conclusion, the Silicon Valley is a place of incredible opportunity and growth. But it is also a place that must continue to address the challenges it faces in order to ensure that its growth is sustainable and that it is working for everyone.

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May/June 1998 Footnotes

7
Robert E. Lee Farris, ASA Past President, 1970-1978

Robert E. Lee Farris’s introductory essay to The Handbook of Modern Sociology—titled “The Discipline of Sociology”—begins with the statement, “Two men of ancient Babylon stood at the gate of their city, waiting for the news of what was happening.” The title of this essay and its opening line provide a good starting point for a career that illuminates the potential of sociology both in its ability to build a corpus of objective social knowledge and at the same time to contribute to a human understanding of our society.

In his analysis of the social organization and sociological behavior, Farris suggested that sociology teaches us that we are not isolated individuals but that we are inextricably bound together by our commitment to sociology as a discipline.

Farris was part of the second generation of university-based sociologists who began to shape the discipline in the early 1920s. He was a member of the faculty at the University of Chicago, where he taught for several years, and later at the University of Washington, where he served as Chair of the Sociology Department.

Farris’s early work focused on the development of statistical methods for sociological research. In his study of urban sociology, he emphasized the importance of understanding the social forces that shaped the city. He also contributed to the development of research methods that would allow sociologists to collect and analyze data on a large scale.

During his tenure at the University of Chicago, Farris published numerous articles and books on various aspects of sociology, including urban sociology, social stratification, and social mobility. His work on social stratification, in particular, was influential in the development of the discipline.

Farris was also a prolific writer and editor, contributing to several major works in sociology. He was a co-founder of the American Sociological Review and served as its editor for many years.

Farris was a strong advocate for the discipline of sociology and worked to expand its influence and importance. He believed that sociology had the potential to make a significant impact on society, both by providing a framework for understanding social problems and by helping to develop solutions to them.

Farris was a member of the American Sociological Association and served as its President in 1969. He was also a long-time member of the American Academy of Political and Social Science and served as its President in 1972.

Farris was a dedicated scholar and a passionate advocate for the discipline of sociology. His contributions to the field continue to be remembered and celebrated, and his legacy as a leader in sociology endures.

In addition to his work in sociology, Farris was also a prolific writer and editor, contributing to several major works in sociology. He was a co-founder of the American Sociological Review and served as its editor for many years.

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Official Reports and Proceedings

1997-98 Council Minutes
Saturday, January 24, 1998

President J. R. Casagrande convened the Council meeting at 9:05 a.m. Following the roll call, Casagrande, Paul Burstein, Paula England, Joe B. Flegler, Charles Fiske, Robert Hackett, Larry Marrott, Margaret Masey, Alejandro Portes, Robert Pugh, Andrea Silverman, J. Smoler, David J. Swaz, Teresa A. Sullivan, David Swartz, Linda Wilcox, Charles W. Viles
ASA staff: Felice J. Levine, Carla R. Howser, Phoebie H. Stevenson, John M. Kennedy, Roberta Spalter-Roth, and Paula Watson.

Absent: Michael Hout, Phyllis Moen, Silvia Pedraza, and Robert Wuthnow.

1. Approval of the Agenda

The agenda was approved as presented.

2. Approval of Minutes

The minutes from the August 1997 Council meeting were approved as presented.

3. Report of the President

President Casagrande reported that he had not prepared a report other than the issues considered in the agenda.

4. Report of the President-Elect

President-Elect Donald Rubinfeld reported on the 1997 Program Committee meeting held in December. He indicated that the program was ready for completion and that the Committee had made good progress in laying out the several and numerous papers. He anticipates that there will be a particular focus on immigration and the other four dimensions of social policy. He is hopeful to invite speakers from Latin America and Europe.

5. Report of the Secretary

Secretary Sullivan provided a general overview of ASA membership, journal subscriptions, and the value of ASA’s investment portfolio. She indicated that the 1997 membership was slightly below 1996 level primarily due to the elimination of the Membership membership category. Except for this drop, the overall picture was favorable for 1997. She indicated that the Fund had been working hard to attract new members and that the Committee had made good progress in laying out the several and numerous papers. He anticipates that there will be a particular focus on immigration and the other four dimensions of social policy. He is hopeful to invite speakers from Latin America and Europe.

6. Council on Student Affairs

The Council on Student Affairs, chaired by James W. Forte, met in December to discuss the proposed Student Affairs Council. The Council recommended that the Student Affairs Council be established as a standing council.

7. Research and Education

The Committee on Research and Education, chaired by Leonard L. Biesebroek, met in December to discuss the proposed Research and Education Council. The Committee recommended that the Research and Education Council be established as a standing council.

8. Publications Committee

The Publications Committee, chaired by Richard Sennett, met in December to discuss the proposed Publications Council. The Committee recommended that the Publications Council be established as a standing council.

9. Honors Program

The Honors Program Committee, chaired by Margaret M. E. Anderson, met in December to discuss the proposed Honors Program. The Committee recommended that the Honors Program be established as a standing council.

10. Child Care Fee

President Casagrande summarized the national Child Care Fee that was introduced in 1997. The fee was intended to provide support for the proposal and for social policy that has been considered in Council. He indicated that child care is a critical issue.

He also reported that concern about the proposed fee was raised from the Rose Foundation and that the proposed fee should be further discussed at the next Council meeting.

Motion to accept the recommendations of the Publications Committee for the final draft of the new journal. The motion was approved.

Council members were drawn to a new journal and the overall support for the proposal and for social policy that has been considered in Council. He indicated that child care is a critical issue.

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Council members were drawn to a new journal and the overall support for the proposal and for social policy that has been considered in Council. He indicated that child care is a critical issue.
Minutes, continued

11. Honorary Membership Proposal
Quadagno summarized the rationale for a subcommittee on honorary membership. The elimination of the Emeritus Membership category and the resulting drop in honorary membership has recently occurred. In 1997, IOB discussed the introduction of an honorary membership category. The form of "Senior Fellow" Council discussed the original rationale for eliminating the Emeritus category and using the honorary category as an in-place, honorary category for use in recognition of honorary membership and use the honorary membership status for "Honorary" membership. Council noted the loss of formality and the impact of the loss of honorary membership as a form of Senior Fellow designation as one way to honor those members immediate of honor. Council discussed the possibility of modifying the "Senior Fellow" category.

Motion to retain the title, "Emeritus," but retain the honorary, title of "Senior Fellow," at each level, was not passed.

Elston suggested writing to the IOB endowment of the Association to ask them to consider asking them for their reason for removing the category, as they might have thought what has been done thus far, and perhaps reconsider communicating again to that group.

Motion to table the IOB recommendation for the time being, that the Executive Office follow further and discuss the policies and procedures from Emeritus status. Carried unanimously.

12. Review of ASA’s Committee Structure and Function
President-Elect photo noted that the Paas President Smucker to summarize the rationale for the Council to consider the Committee structure. Smucker stated that there was a plethora of committees in ASA with clear guidelines as to their mission and charge as well as when committees fall into disuse or are discontinued. While the problem was too long, Smucker believed that it would be worthwhile to initiate a review of the structure of the committee of the Association during the term as President. Smucker was delighted that Council supported this initiative and appointed a subcommittee that began its work in August. The subcommittee’s report of this subcommittee describes a number of reforms and sets the platform for future action on committee structure.

Subcommittee Chair Linda Waite in her report noted that the subcommittee formed in ad-hoc manner; changes are ongoing and the chair, members, and task forces often seek the successful completion of a project or task as a means to address subcommittee structure. The subcommittee’s charge is to develop a structure more straightforward, have more meaningful involvement of the members, bring the committee structure and functions more in line with the needs of the Association, and make the processes of committees clearer to the members and volunteers.

President Quadagno thanked the subcommittee for the letter which included the following comments: There are a number of commentaries about the success of the subcommittee. The costs are being estimated, and the subcommittee will be encouraged to continue in this regard. The report was sent to all members in the Association.

The task force was to develop a structure more straightforward, have more meaningful involvement of the members, bring the committee structure and functions more in line with the needs of the Association, and make the processes of committees clearer to the members and volunteers.

A second motion from Council was to request that the task force be continued and that the task force be continued as a subcommittee on the Association, and make the committees of course clearer to the members and volunteers.

The second motion was made to continue the work of the task force. The task force was to develop a structure more straightforward, have more meaningful involvement of the members, bring the committee structure and functions more in line with the needs of the Association, and make the processes of committees clearer to the members and volunteers.

Council was pleased that the task force had succeeded in its mission and that the task force had succeeded in its mission. The task force was to develop a structure more straightforward, have more meaningful involvement of the members, bring the committee structure and functions more in line with the needs of the Association, and make the processes of committees clearer to the members and volunteers.

The motion to continue the work of the task force was passed. The task force was to develop a structure more straightforward, have more meaningful involvement of the members, bring the committee structure and functions more in line with the needs of the Association, and make the processes of committees clearer to the members and volunteers.

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Minutes, continued

each year for 3-year terms, plus the President and Secretary, 3 (2 for 1, opposite, 1 absent).

Meeter: To alter the language in the By-Laws (Section 3, Clause 1) of the By-Laws changing the elected members among the "appointed" members. Carried unanimously.

Meeter: To formalize the fact that the new committee structure and the program of By-Laws changes should be brought to the attention of the executive committee. Council members emphasized the importance of communicating to members. An article in Footnotes from the officers would be helpful. The process of communication needs to begin soon after the Council meeting.

Quadro stated the issue of how to propose By-Laws changes to the membership (as a single package, or in segments) and how the Task Force to propose Council to January 1999 with a more detailed plan of proposed implementation strategies. Carried unanimously.

13. ASA Congressional Fellowships
 Council welcomed Luisa Monet, ASA's current Congressional Fellow and a political scientist from Brown University. Montes was currently working on the staff of the U.S. House of Repre sentative. Committee in a bilateral interview, she indicated an interest in issues related to Cold War disease, disability, and health policy and will also be working on long-term care.
 Council reflected on the importance of providing such a fellowship opportunity. President Marret noted that it would be useful to disseminate information about the value of the fellowship so members and others not close to ASA could realize its benefits.

Sunday, January 25

 As background to Council discussion, Harry Patterson and others presented the project and the work of other disciplines in recognizing the work of professional and scholarly work. She noted that the thrust of the report was to help faculty align their work with their institutional mission. Several Council members addressed the importance of such a conversation for all types of institutions. Other Council members appreciated the importance of diverse forms of professional work of faculty members that had concerns about relevance to the Borel- Ricard paradigm in the report and the broad use of the term "scholarship." Members of Council also expressed concern that the report not be used to find a measure for all forms of work, which could endanger the autonomy of these mechanisms.
 Council agreed on the importance of enhancing recognition for scholarship and faculty evaluation. Council thought the report was a good first step, but that Council should not endorse or adopt the report as is. The report is still not well-differentiated, it should be circulated only as a draft of information, including the social science research of other disciplines. Members of Council expressed the hope that the 1999 Program on the Discipline and the task force would contain a session on the topic. Holyday agreed to propose such a session for 1999.

15. Report from Task Force on Community Sociology
 Holyday introduced discussion of the report from the Task Force on Community Sociology by presenting the task force's report and finding most of the events and activities that occurred this fall.
 President Marret suggested that the report required important issues that was not noted which needs to be done by and done by. Council members noted that many important proposals that did not need to be submitted or led by ASA. For example, President-elect Steinberg Administration on the implementation of community-oriented strategies of the report on ASA's home page. There was consensus that covering in Footnotes is important. The report should be submitted to ASA and White would communicate with all council members in order to address some of the key issues of community status committees and potential task forces to set forth their agendas.

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Call for Papers

CONFERENCES

The Community Studies Center, Dickinson College, invites paper and panel proposals for a conference entitled Community Collaborative Research Involving Undergraduates, March 25-27, 1998. Proposals are invited that involve undergraduate students, especially in the humanities and social sciences, in research projects that are collaborative, involving multiple disciplines, and multidisciplinary. Applicants do not need to be students at Dickinson College or affiliated with it. All academic fields are encouraged to submit proposals. For additional information, contact: Steven John Reicher, Coordinator, Community Studies Center, Dickinson College, Carlisle, PA 17013; phone (717) 245-1581; fax (717) 245-1103; e-mail: sreicher@dickinson.edu or neyron@ dickinson.edu.

The Georgia Sociological Association invites students to submit proposals for the 13th Annual Meeting to be held in November 1998. The theme for the conference is “The Challenge of Change.” Send presentation title, name, address, e-mail and phone number to: Patti P. Harris, Department of Sociology, 1305 Marietta Street, Southeastern University, Mercer University, Macon, GA 31207; phone: (478) 751-2372; fax (478) 751-2508; e-mail: pharris@gmu.mercer.edu. Deadline: October 1, 1998.

The Seventh Biannual Conference on Applied and Business Demography will be held October 28-31, 1998, at the University of Arizona in Tucson, Arizona. The conference will focus on demographic methods and business applications and demography and innovative applications of demographic methods in non-traditional areas. Abstracts of papers to be presented should be sent to: James E. Banks, Department of Sociology, Bowling Green State University, Bowling Green, Ohio 43403-0074; phone: (419) 372-4594; fax: (419) 372-8510; e-mail: banksj3@bgsu.edu (Bowling Green, Ohio). The deadline for submission is May 1, 1998.

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Meetings, continued
Caudle, Western Michigan University, Kalamazoo, MI. (616) 387-5291; e-mail caudle@wmich.edu

Funding
The American Cancer Society announces two grants programs. The (1) H. H. Szold Foundation grant is for Junior Faculty is intended to provide resources and guidelines needed to achieve measured research training and experience. Candidates must be within the first four years of a faculty appointment in their discipline. The grant provides support for senior investigators, up to three years, including indirect costs. The next deadline is October 1, 1998. For further information, contact the Society at (404) 329-7858; fax (404) 329-7861; e-mail grants@cancer.org; website: www.cancer.org/grants.

Princeton University, University Center for Human Values, invites applications for its Fostering the Next Generation Fellowship for 1998-1999, given to outstanding college students who are interested in devoting a year in residence at Princeton to writing about ethics and human values. Fellowships extend from September through May. Applications are due by December 1. For further information, contact Princeton University, University Center for Human Values, 104 Whitman Hall, Princeton, NJ 08544, (609) 258-4966; e-mail: uvh@princeton.edu; website: www.princeton.edu/uvh/

The National Institute of Mental Health of AIDR Research (OAR) is accepting applications for grants for FY98 HIV Prevention: Scientific and Technical Initiatives. The highest priority will be given to support research activities that focus on the behavior of HIV-infected individuals and that relate to further transmission of HIV or the prevention of HIV infection. Examples of eligible areas are: comprehensive HIV prevention strategies for substance abusers, strategies for preventing vertical transmission of HIV, and prevention methods for women. The majority of the funds will be used to support new grants rather than to supplement existing grants. Deadlines for new grants are June 11, 1998 and July 13, 1998. Detailed guideline on the documents/fee waivers for June 11, 1998 and the application fees and conference deadlines are April 1998 and June 15, 1998. (OAR) for additional information, contact: William E. W.: AIDR, 415 E St NW, Washington DC 20201, (202) 408-3100, (202) 408-3100; e-mail: nimi@nih.gov; website: www.nih.gov

Competition
The ASA Section on Community and Urban Sociology announces a prize recognizing distinguished career achievements in the field of community sociology. Recipient winners include Lyn Lottland, Peter Rossi, Herbert Gillman, William Whyte, and Spike Fava. Send a letter detailing the candidate’s contributions to community, national, or international sociology to Nancy Krennlow, Dean of Humanities and Social Sciences, University of Massachusetts-Lowell, 1 University Ave., Lowell, MA 01854, Deadline: June 1, 1998.

The Society for Applied Sociology in the Pacific region is holding its 1999 Awards. The Lester F. Wondolinski Distinguished Contributions to Applied Sociology Award is presented to a person who has made significant contributions to applied sociology over a substantial period of time. The Award for Sociological Practice is given to an outstanding applied sociologist who has demonstrated how sociological practice promotes and improves society. The Alex Bote Award for Contributions to the Society is applied to a member of ASA who has contributed to the American Anthropological Association. Nominations for awards should be submitted to: Michael S. Plachkov, Chair, 125 N.A. Awards Committee, 144 Chancellor Way, Santa Clara, CA 95050-4397; 415-992-0714; e-mail: Michael.Plashkov@compuserve.com.

The American Association for the Advancement of Science (AAAS) Science Journalism Awards, sponsored by the National Academy of Sciences, encourage and recognize outstanding reporting on the science and engineering in five categories: environmental, small newspaper, magazine, radio, and television. Children under age 13 are eligible to enter. The deadline is July 1, 1998. The deadline is June 1, 1999 for the 1999 issues. For additional information, contact: Steve Bier, 1200 New York Ave., NW, Washington, DC 20005; 202-326-6700;
e-mail: science@aaas.org; website: www.aaas.org/communications/awards.htm.

The American Psychiatric Association 1999 Educational Assembly Committee is accepting applications for the 1999 Education Assembly Committee Committee. The deadline is July 1, 1998. Application forms are available from the American Psychiatric Association. Nominations for awards should be submitted to: Michael S. Plachkov, Chair, 125 N.A. Awards Committee, 144 Chancellor Way, Santa Clara, CA 95050-4397; 415-992-0714; e-mail: Michael.Plashkov@compuserve.com.

The Social Science Foundation Advisory Workshop on Professional Opportunities for Women in Research, March 1998. (OAR) for additional information, contact: The Department of Sociology, Social Policy, and Criminal Justice at Calvin College, 1900 Broad Street, Grand Rapids, MI 49546-0001.

Mike Hinck, Central Methodist College, was elected Mid-Year Vice-President, MSA. He will retain his college affiliation.

Helen A. Lipton, Loyola University, was elected to the National Academy of Religion, 22-23 June 1999. Lipton retired from Loyola after 27 years of service.

David J. Mathis, Jr., is now Director of the Kerner Center for the Study of Work and Family, University of Cincinnati. Mike Moore, Rice College, has accepted a faculty position at Texas A&M University.

Stephen J. Moosnick is now associate professor at the California College of Podiatric Medicine.

Herbert J. Gans, Columbia University, was elected an honorary member of the German Sociological Association. And Giddens, University of Wisconsin-Madison, received the George Warren Cambridge Prize for the best book in sociology.

Barbara Neiman, North Carolina State University, has been appointed to the Civic Leadership Board in the National Academy of Medicine. Neiman was also named a fellow of the American Academy of Arts and Sciences.

Juliet Saltman, Konsthastig Universitet, has been awarded a five-year grant by the National Science Foundation for her project on bilingualism.

Colleen S. Ziegler, University of Michigan, had her book published. The book, Rocking One Melon, published by the University of Texas Press, is the first book written by a member of the American Sociological Association.

People


Annette Hildebrand, University of Iowa, will join the faculty at the University of Texas in Texas.

Mississippi Governor Kirk Fordice issued a proclamation declaring October 1997 "Mississippi State Department of Sociology Month" in honor of the 50th anniversary of the department and its service to the state.

Mary Frank, Georgia Institute of Technology, and Edith E. Greenhaw, Harvard University, presented their research at the National


Sh yesung, City University of New York, is one of three winners of the Chinese of Flora Bv (General Endowment of the University of Texas at Austin) for outstanding research by junior faculty.

Carl K. Duede, University of California, was a member of the American Political Science Association. He has been teaching at the University of California, Los Angeles, for the past 27 years of service.

Suzanne Falchik-Zamponi, University of California at Santa Barbara, received the Distinguished Scholar Award from the Pacific Sociological Association for her book, Festivity Symbolic: The Ethics of Power in Mussolini's Italy.

Cristina Fernandez, University of Arizona, received the Best Paper Award for her paper, "The Interpersonal Relationship between African Americans and Long-Term Care Facilities: An Environmental Assessment," presented at the annual meeting of the American Sociological Association.

Gary "Pete" Peterson is a new chair for the Sociology of Education at Azusa Pacific University.

James T. Richardson, University of Nebraska-Lincoln, was named a senior editor for the Journal of American Education. Richardson was inducted into the University of Nebraska Friars' Hall of Fame.

Barbara Ritter, North Carolina State University, has been promoted to full professor. Ritter is co-editor of the ASA Journal of Population and Social Policy. Ritter is also called an honorary member of the American Academy of Arts and Sciences.

Charles G. Martin, Illinois State University, was presented with the Outstanding Educator Award by the Wisconsin Sociological Association.

James S. Green, III, University of Wisconsin-Madison, has been promoted to full professor. Green is co-editor of the Journal of the Distinguished from the Wisconsin Sociological Association. Green is also a member of the American Sociological Association and the Academy of Political Science. Green is also a member of the American Sociological Association and the Academy of Political Science. Green is also a member of the American Sociological Association and the Academy of Political Science. Green is also a member of the American Sociological Association and the Academy of Political Science.

Gary Hessen, Augsburg College, was selected as one of two national winners of the 1998 Campus Canopy Thymes Deitrich Award for Service Learning.

Minority Fellowship Program—Benefit Receptance

What better way to enjoy your first night in San Francisco than by welcoming "toast" with good friends while admiring the skyline of the Golden Gate Bridge from the Minority Fellowship Program? The spacious Vista Room on the 45th floor of the San Francisco Hilton provides a comfortable setting to relax after dinner, satisfy your sweet tooth, and meet current Fellows and MFP alumni.

Friday, August 21, 1998
9:30-11:00 p.m.
Vista Room, San Francisco Hilton
$25 deposit. $50 sponsor.

Admission is by ticket only. A major portion of each ticket price will go to the Minority Fellowship Program, which supports supplementary training for students of color. Please purchase your tickets in advance when you preregister for the meeting. A few tickets may be available on site, but availability cannot be guaranteed.

For additional information, contact the ASA Minority Fellowship Program, 1722 N Street NW, Washington, DC 20036; (202) 833-3410 X521; minorityaffairs@sasnet.org.
Summer Short Courses Taught by Paul D. Allison in Philadelphia

**Categorical Data Analysis**

**July 20 - 24**

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

**Event History Analysis**

**July 13 - 17**

A comprehensive course on regression analysis of longitudinal event data. Topics include competing-risk models, competing risk, exploratory data, handling missing data, and extending the Cox model. Participants get hands-on practice with the SAS procedures LIFEPRO, LIFETEST, and PHREG, plus 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, 3718 Locust Walk, Philadelphia, PA 19104-6299, 215-898-6717, allison@sas.upenn.edu, http://www.sas.upenn.edu, Fee for each course is $800.


Kristen Myres, Northern Illinois University, Cindy Anderson, Iowa State University, and Paula Richardson, California State University (editors), Feminist Pedagogies: Addressing the Teaching and Learning of Sociology (SAGE, 1998).


Sheryl Katz, Virginia Commonwealth University, and Adele Carter, University of California, San Francisco (editors), Women's Health, Competitive Advantage, and Business (Ohio State University Press, 1997).

Martin Schwartz, Ohio University (editor), Women of Color: An anthology of Women Against Sexism (Sage, 1997).

Martin Schwartz, Ohio University (editor), and Joel Westover, Sexual Identity and Violence (SAGE, 1997).

James F. Shute, Jr., Washington State University, Poverty, Ethnicity, and Violence (Countryside Press, 1998).


**Policy and Practice**

Peter W. Cleveland, Jr., and Sonal M. Shahpe, Teachers College, Columbia University have authored a new monograph, School Choice and Urban School Reform, published by the ERS Clearinghouse on Urban Education. The monograph is filled with up-to-date information and explores all aspects of the issue.

Daniel J. Hannaway, Kent State University and University Hospitals of Cleveland, has authored three new monographs, School Violence: Risk, Protective Intervention, and Policy. The three monographs were published by the ERS Clearinghouse on Urban Education.

Juliet Saltman, Kent State University (emertus), iodized recently before the San Diego City Council and City Council about increasing housing opportunities for the city's vulnerable. She authored the Consolidated Annual Plan for 1999. As the State Coordinator for the Small Business (SBAS), Saltman wrote and

Continued on next page
Policy, continued
distributed throughout California and on the internet a funding proposal for an integration in-
centive grant program.
Lawrence W. Sherman, University of Maryland, presented a lecture on "Evil,
Bacon-Based Policing: Policing Based on Science, Not Anasim, at the Police
Policy Conference. Sherman, an independent, not-for-profit organization dedicated to
supporting innovation and improve-
ment in policing through its research,
technical assistance, and communica-
tion programs. Sherman's lecture was
the second in the Foundation's new se-
ries, Ideas in American Policing. Papers
from the series will be published by the
Foundation.
Gregory D. Squires, University of Wi-
consin-Milwaukee, is serving as a con-
sultant and expert witness for the plaintiffs
in the insurance mogul trial of Casevky et al., v. Allestree et al. He is also
completing the last year of a three-year
form as a member of the Consumer Ad-
visory Council of the Federal Reserve
Board.

Summer Programs
The Enrico Fermi Institute in Social Sci-
ence Data Analysis and Collection of-
fered over two-week courses from July
6-August 15, 1998. For additional in-
formation, contact: Summer Science Program, Enrico Fermi Institute, 5354
Fort Street, Ann Arbor, MI 48109-1120. Fax 734-764-2930.

The International Summer School on Bulgarian Language, History and Cul-
ture will be held July 20-August 5, 1998, at the Institute for Qualification of
Teachers, Yambol, for additional in-
formation, contact: Dr. M. G. Tchevenkow, Sofia, Bulgaria.

New Publications
Extensions, a journal of the Cad Altber
Congressional Research and Studies
Center, has devoted the Spring 1998 is-
Sue to "Lipstick on Democracy." Fea-
turing the work of AEA Past-President Seymour Martin Lipset. A free copy can be obtained from the Center at 530 Farragut Row, Room
301, Norman, OK 73069.

The Human Body: Appearance, Shape,
and Self-images, is the seventh in a se-
eries of nonverbal communication by Don Archer, professor of sociology at
University of California-Santa Cruz. The 20-line video reveals that vastly
different attitudes exist about what is
considered attractive and unattractive,
even within the same culture. The video
and accompanying instructor's guide are distributed through the University
of California Extension Media Center in Berkeley. To obtain a copy, call (510) 642-
0830. For a review copy of the video or
photos, contact Barbara McKenney at (408) 459-2490; e-mail
mckenney@cates.ucsc.edu.

Penitentiary & Society is a new Inter-
national journal that will provide an
interdisciplinary forum for research and scholarship with particular
attention to institutional penology, and penal control. The journal will be
directed by David Garland and Andrew Cope, and pub-
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nal Manager, Sage Publications, 20
West 40th Street, London WC1A 3PU, United Kingdom, fax 44-171-734 8741; e-mail jonathan.
center@sagepub.co.uk.

Contact
I'm looking for collaborators to help
start a new organization that would-
focus on improving public policy, in-
cluding research on political appli-
cation organizations. One application area is de-
monizing discrimination and hate.
Writers at the action level be to like
work on stop-discrimination and
hate. For additional information, contact: Bob Schenken at
schenken@iupui.edu at iupui.edu,
302 South College Avenue, Bloomington, IN 47405-7101; 461-855-2307.

Deaths
Thomas Bynum, Southern Illinois Un-
iversity-Carbondale, died on April 12, 1998. Walter T. James, Bowling Green,
OH, died recently.

Obituaries
Dale Frisbie
Dale Frisbie, died at his home on
February 10, 1998. He had been ill
for the past year and had a long
history of cancer. He was in the
U.S. Army from 1951 to 1957.

He received a B.S. in Education (his-
tury major) and a M.S in Sociology from
Columbia University (his Master's
Electrical Engineering), a M.A. in An-
thropology from the University of Colorado,
and an Ed.D (sociology major) from
the University of California-Berkeley.

He was a member of the Phi kappa Phi honor society and the American Society of
Academicians, Club, where he flew Piper Comanches.

Survivors include his wife of 46 years, Shirley, of Bubby, two sons, Harold, of
Tommy Hall, MD, James, of Pedoeville and David, Bob, and Michael, all of
Bubby; a daughter, Deborah Wamean of Aditondam, MD; his mother, Isla
Wamaan of Rockville, NY, and a brother, Edward, of New Jersey.


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Justice Quarterly, Demography, Karen
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CONTEMPORARY
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A JOURNAL OF REVIEWS

Have you been to your bookstore lately?

Have you ever visited your local bookstore and wondered how that collection of books ended up in the section marked SOCIOLOGY? What did you think about the books you found there? Was it organized? Was there no sociology section at all? We have looked, and we have generally been dismayed and confused by what passes for sociology on our local bookshelves. The independents don’t seem to be too much better than the big chains, and our campus bookstore is nothing to point to in pride.

We are planning a symposium in Contemporary Sociology on Sociology in Our Local Bookstores and we want you to help. The symposium will focus on how books make it into the trade market, how bookstores decide what books to carry and what sections to put them in, and how we can influence what books our local bookstore carries. We need your help.

We are looking for sociology departments or some other group of colleagues to work together to contribute to this symposium by creating a list of books that they think their local bookstores should carry. We would like this list to be realistic without abandoning intellectual criteria. After all, bookstores are there to sell books. A long list of intellectual classics and reference books is unlikely to persuade a book buyer to reorganize the Sociology section. Books that deal with current local issues or have broad potential appeal are more likely to sell. We suspect that a mixture of classics, books on topics that many people care about, and books that focus on local social issues will be in these lists as well. But we plan to be surprised by what your group comes up with.

What do we want from you? Organize some of your favorite colleagues (or your entire department) into a symposium collective. We would like your group to come up with a list of books (say somewhere between ten and a hundred) that your group decides should be carried by your local bookstore. We would also like a description of the process through which you generated the list. We will publish all the lists we receive and the most intriguing process descriptions in a future issue of Contemporary Sociology along with essays on how the trade book market works and how we can influence it. Hopefully these essays will help you peddle your list to your local bookstore.

Feel free to contact us directly if you want more information. We need to know if you want to participate in this project by August 1st. Just e-mail, call or write to volunteer. And then get your group together and send us your list by November 1 of this year.

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Future ASA Annual Meetings

1998
August 21-25
San Francisco Hilton
San Francisco, CA

1999
August 6-10
Chicago, IL

2000
August 12-16
Washington, DC

Footnotes

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Production: Jane Gray (Nelson)
Administration: Susan A. Paulino

Article submissions are limited to 1,000 words and must have journalistic value (e.g., letting readers grasp the important general issues of an article, they can speak to the reader in a digestible way). Articles are also needed by the editorial board for possible publication. "Public Forum" submissions are limited to 500 words; "Letters to the Editor" are 250 words; "Inquires" are 200 words. All submissions should include a current name and full contact information. Faxed submissions are not accepted. The deadline for final material is the first of the month preceding publication (e.g., February 1 for March issue).

Send communications on material, subscriptions, and advertising to: American Sociological Association, 1722 N Street NW, Washington, DC 20006; (202) 802-9242; footnotes@asa.org. AA Home page: http://www.asanet.org


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