Council Offers Guidelines on Policymaking; Seeks Input

**Footnotes**

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**1999 Annual Meeting**

**Chicago Music**

by Dana Weinstein, Depaul University

Chicago, Chicago, that toddling town. Imagine someone once saw a man there dance with his wife. In Chicago today you can peek at a woman headbanging with her husband and see people whose relationships are not known. Scanning, singing, progressive boot-scooting, performing any number of nameless musically-timed body movements. Chicago's aesthetic claim to fame is its architecture (or is it the deep-dish pizza?), but its richest art form is music.

In defense of one of the most "fertile music cities in the country—a city without a unified music score," writes Greg Kot, long-time critic for the Chicago Tribune. The city does sport a rich diversity jazz offerings, running the gamut from experimental and acid jazz to neo-retro big bands and intimate piano jazz singers. Then there's the blues, which, was in the post-WWII era, the city's pride and joy. Northern soul-blues-focused venues now cater to a large "Sweet Home Chicago" tourist population and have reduced the music to a Disneyesque simulacrum of its former glory.

It is the city's amazingly eclectic and incredibly vital rock scene that have put Chicago on the world's musical map in the '90s. The music industry's mouthpiece, Billboard, proclaimed Chicago to be the new capital of the cutting edge in a front page piece in August, 1993. Consider the diversity of just the nationally known acts that have emerged from and remain based in Chicago: Smashing Pumpkins, R. Kelly, Ministry, the Waco Brothers, Liz Phair, the Jesus Lizard, and Poi Dog Pondering. The layers of lesser known local musicians are as multifarious, playing among other styles, hardcore punk, ska, house, death metal, and hip-hop. This variety and abundance of music provides much pleasure for audiences but demands a bit of explanation. From the viewpoint of cultural sociology, a cultural form like music does not exist apart from social structures that sustain it. Two primary social factors that account for Chicago's wealth of musical culture are active and committed audiences and a highly developed infrastructure.

Chicago's audiences for all types of music have increased not only because of a series of recent demographic changes. Going out to hear live music is mainly a young man's (and woman's) game. Chicago's age limit has been pushed back in recent years, with the age of marriage and child-birth getting later or never coming to pass at all. The local colleges have seen large increases in enrollments. In addition, the city has witnessed a huge influx of young middle-management and professional workers who had to in the past opted for the suburban life. Beyond an audience, popular music needs a complex social system, among other things, to record and promote it. This corresponds well to the picture painted by Georg Simmel of urban modernity as "The Metropolis and Mental Life," where radically individualized people have the freedom to "do their own thing" because of the supportive form of the metropolis.

Chicago is especially well endowed with an endless array of music scenes, acoustically-designed spaces and trained staff musicians to make recording possible. There are young musicians; the studies are places where they and their friends can inexpensively record. The studios are recording places, the work is to record music critics for the Chicago Tribune. There are probably more independent recording studios in Chicago than there are recording studios. Chicago's past musical glory was tied to others, especially in the '50s, when labels like Chess crucially changed the course of popular music. Located at 2120 S. Michigan Avenue (the building is now a small blues museum), Chess had put out work by seminal blues artists like Muddy Waters, gospel-flavored R&B "doo wop" groups like the Flamingos and Moonglow, and the great architect of rock'n'roll Chuck Berry. And much more. Current indie-label owners tend to be highly knowledgeable fans and are definitely and defiantly not the major labels' "suitu" who are only interested in what will sell to a mass audience. Most have Chicago-based musicians on their rosters, like Koko Taylor and Lonnie Brooks on the blues-based Alligator, the Waco Brothers on Bloodshot's insurgent country label and Greenhouse on ska-centered Jump Up!, among many others. Underground rock labels are the most numerous, including Touch and Go, Misty Fresh, Thrill Jockey and Drag City.

Music's inherent quality is newer than "The Metropolis and Mental Life," where radically individualized people have the freedom to "do their own thing" because of the supportive form of the metropolis. Chicago is especially well endowed with an endless array of music scenes, acoustically-designed spaces and trained staff musicians to make recording possible. There are young musicians; the studies are places where they and their friends can inexpensively record. The studios are recording places, the work is to record music.
ASA Top Officer Candidates Profiled

The ASA election ballot will be in your mailbox next month. Review the candidates for President and Vice-President.

Awards in 2000

The new awards cycle means that nominees are now sought for awards presented at the 2000 Annual Meeting

Hiring Patterns in Top Departments

Bonilla-Silva and Herring raise concerns about the representation of minority faculty in top graduate departments and the implications for sociology.

Sociology Subject Test Ends with the Millenium

Spring 2000 will mark the end of the GRE Sociology Subject Test.

Public Forum

38 members raise concerns about an ASA project; Council and others respond.

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The Executive Officer's Column

ASA and Public Policy: The Role of a Scientific Society

The lead news in the March issue of Footnotes pertains to how the American Sociological Association addresses matters of public policy. As set forth on page 1, President Portes has prepared a message to our membership commending attention to this issue and soliciting comments. Footnotes is also publishing a substantial excerpt of the background report (see page 10) that informed Council discussion and recommendations. Over the years, other ASA Councils have sought to clarify the scope of ASA policymaking and how best to address members' resolutions. As ASA has evolved and become more reflective about its role, Council has appropriately thought and rethought how it should operate on issues of public policy.

In this "Open Window" column, I want to provide some of the history and context for Council's new recommendation. It is an important topic deserving of all members' attention. The current situation is as follows:

On February 6, 1999, ASA Council passed a motion provisionally indicating its support of a new ASA policy on taking policy positions. The decision by Council to return to this subject stems from deliberations on a number of member resolutions last August when Council concluded that extant policy provided insufficient guidance on whether or when Council should speak on behalf of the Association. (See Council minutes in the January issue of Footnotes.) In December, when the lead news in Council was that a Subcommittee should be appointed to examine the issue and report back with recommendations. At its February meeting, Council considered a report from the Subcommittee (see this issue of Footnotes). The Subcommittee report and Council discussion focused on the scope of Council issuing policy statements in the name of the Association and how a scientific society like ASA might best ensure opportunities for members to address their sociological interests in policy matters. After considerable discussion, Council concluded that the Association should issue policy only when such policy relates directly to ASA's mission as a learned society or pertains to how the organization itself should operate as an entity. Within these domains, Council believed that there is much important ongoing work as well as future activities that remain to be done.

Council also concurred with its Subcommittee about whether the Association should speak out on other public issues outside of the Association's mission or operations. In this arena, Council thought the answer was "no," but that the Association has instead a very valuable, and perhaps more powerful, role to play on behalf of its members. Reflecting on what the ASA does best, Council concluded that the Association provides an important context for members to produce, discuss, synthesize, and disseminate knowledge as it pertains to policy issues.

Council believed that the appropriate role for the Association is not to represent or advocate for particular policy views but to educate and facilitate awareness of sociological contributions to policy issues and debates. Council saw such Association activities as the Annual Meeting Program, ASA publications, the Fund for the Advancement of the Discipline, and the Spivack Program in Applied Social Research and Social Policy to be available venues for such work. Council thought it was important for members to be aware of the relevance and use of these options.

While provisionally supporting this change in policy, Council sought the input of members before adopting a final statement. Therefore, consistent with the recommendation of its Subcommittee, Council has put in place a comment period with a final policy to be established by Council at its meeting in winter 2000. President Portes is calling for feedback as soon as possible and anticipates further discussion of this subject at the Annual Meeting in August, including at the ASA Business Meeting.

Please send your comments directly to me at the Executive Office or transmit them via e-mail (levine@asanet.org). On behalf of ASA Council, we look forward to your views.—Felice J. Levine

In September 1998, President Portes charged a Subcommittee of Council (Patricia Ross, Chair, Paula England; Michael Hout; Felice Levine) to review current policy and report back to Council.

Postdoctoral Research Fellowship on the Discipline and Profession

The American Sociological Association invites applications for a postdoctoral research fellowship on the discipline and profession. The appointment is for one year beginning between June and September 1999. This postdoctoral fellow will work in the ASA's Research Program on the Discipline and Profession, which undertakes and disseminates research on sociology as a discipline. One of the key projects in the Program is a major study of a cohort of new sociology PhDs. This project, funded by the National Science Foundation on 12 scientific disciplines, is the first wave of a panel study on graduate school, labor market, scholarly, and work/family experiences. Qualifying candidates should have completed their PhD in sociology or an aligned discipline by September 1999 and should have a demonstrated interest in the subject matter (e.g., labor force participation, education, professions and occupations, or science indicators). Also strong methodological skills in such design and data analysis, the ability to analyze and synthesize research literature, writing competence, and an interest in working effectively as part of a team are essential. Depending on level of experience, the annual stipend for the postdoctoral fellowship ranges from $32,000 and $35,000. Interested candidates should submit a cover letter outlining relevant background, research experience, and career goals, a curriculum vitae with the names and e-mail addresses of three references, a graduate school transcript, and 250-word statement of research goals. Send materials by April 30 to Postdoctoral Fellowship Search, American Sociological Association, 1307 New York Avenue, Washington, DC 20005-4701. Women and minority candidates are encouraged to apply. Questions should be directed to Roberta Spalter-Roth, Director of the Research Program on the Discipline and Profession (e-mail spalter-roth@asanet.org).

In This Issue...
promote certain options and issues without expressly advocating for or against a clearly identified federal candidate. In each of these instances, the activities must be managed to just skirt FECA regulations, allowing campaign activity that is often seen as helping to the candidate by revealing issues surrounding the contest.

There is little consensus in Congress about what is wrong with current campaign finance law, let alone how to fix the problem. On the House side, the major campaign finance legislation is the Shaheen-Meehan bill, which actually passed the House last during the last session of Congress (it has been reintroduced in this session). Its companion legislation on the Senate side is the McCain-Feingold bill. For the most part, both pieces of legislation attempt to tighten current campaign finance laws, especially “soft” money and express advocacy regulations. However, campaign finance reform is a notoriously partisan issue, and disagreement is as often a function of party politics as anything else. House Speaker Dennis Hastert has publicly announced that campaign finance reform is on the “back burner” during the current session of Congress, and Senator Mitch McConnell, chair of the Rules and Administration Committee (the committee on which any campaign finance legislation is referred) has suggested that he will kill McCain-Feingold in committee.

Which is why our office is getting ready to introduce a campaign finance reform bill called “Clean Money, Clean Elections.” Senator Wellstone often adopts the role of political outsider, and he sometimes looks for ways to stir up trouble, which he hopes to do with this bill. “Clean Money” is a radically different approach to campaign finance reform, proposing strict voluntary spending limits and doing away with all private contributions in exchange for publicly-financed funding. Although this legislation has been adopted at the state level in Maine, Massachusetts, Vermont, and Arizona, realistically there is almost no possibility it will even make it out of committee (Wellstone is not on the Rules and Administration Committee, so he cannot force it through), let alone ever pass the Senate. Indeed, it is a “burner” bill—a piece of legislation introduced for the purposes of sending a message, to constituents, but also to other legislators. With this in mind, we will probably begin a press “roll-out” within the next few weeks, and drop the bill by the end of the month.

By Rachel Gragg
1999 ASA Congressional Fellow

For my Congressional Fellowship, I am working in Senator Paul Wellstone’s office, as part of his personal staff — essentially working as a legislative assistant. Through the fellowship, I have encountered some very complicated circumstances, I find myself covering a wide array of legislative topics, including small business, tax, and campaign finance reform. Currently, there is considerable activity in our office surrounding the last of these topics, campaign finance reform, as we get ready to “drop” (introduce) the “Clean Money, Clean Elections” bill. Today’s federal campaign finance law arose in the post-Watergate era of the 1970s. The 1971 Federal Election Campaign Act (FECA) imposes campaign contribution limits, requires disclosure of campaign contributions and expenditures, and establishes the Federal Election Commission (FEC) as a central administrative and enforcement agency.

In 1976, the Supreme Court issued its Buckley v. Valeo ruling (424 U.S. 1 (1976)). In this ruling, the Court upheld the constitutionality of campaign contributions, but struck down limitations on independent expenditures, candidate expenditures from personal funds, and overall campaign expenditures. These provisions, the Court ruled, placed substantial restrictions on the ability of candidates, citizens, and associations to engage in political free speech. Since the mid-1970s, then, the flow of money in federal congressional elections has been governed by the presence of contribution limits and the absence of spending limits. Neither can be funded by limited contributions. Reformers argue this paradox has led to an increasing number of campaign finance practices that, while technically legal, subvert the spirit of campaign finance law. There is concern that the use of campaign finance law “loopholes” undermines public confidence in the election process.

Currently, concern centers on three issues: “soft” money—money raised and spent by the state and national party committees, grassroots, registration, and voter drives that may ultimately influence federal election outcomes; FECA contribution limits; and the presence of contribution limits and the absence of spending limits. Neither can be funded by limited contributions. Reformers argue this paradox has led to an increasing number of campaign finance practices that, while technically legal, subvert the spirit of campaign finance law. There is concern that the use of campaign finance law “loopholes” undermines public confidence in the election process.

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In accordance with election policies by Council in 1989, only the biographical sketches for top office candidates for 1999-2000 will appear in Footnotes. The sketches and positions held by all candidates were submitted to the election committee, and mailed with the election ballot. The biographical sketches appear below in alphabetical order by office.

**President-Elect**

Douglas S. Massey

**Present Position:** Dorothy Swaine Tho- mas Professor of Sociology, University of Pennsylvania (1994-present); **Former Position:** Professor of Sociology, University of Chicago (1987-94); Assistant to the President, Indiana University (1980-87); **Education:** PhD (1978) and MA (1977), Princeton University, **BA,** Western Washington University (1975); **Offices Held in Other Organizations:** President (1996), Fine Arts and Social Research (San Diego, CA); **Population Committees:** Sociology Committee, Metropolitan Life Insurance (1994-97), Chair (1998-2000); **Member, Committees and Editorial Appointments Held:** ASA President (1996-98), Chair (1998-2000); **Offices, Committees, Member- ships, and Editorial Appointments Held:** ASA President (1996-98), Chair (1998-2000); Technology Committee, Metropolitan Life Insurance (1994-97), Chair (1998-2000);

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**Vice President-Elect**

Richard D. Alba

**Present Position:** Professor, State Univer- sity of New York at Stony Brook; **Visiting Scholar:** Russell Sage Foundation (Spring, 1999); **Former Positions:** Director, Center for the Study of Ethnicity and Race, University of California, Berkeley (1998-99); **Education:** Education, University of Michigan (1975-77); Sociology, University of California (1968-75); **Offices Held in Other Organizations:** **Member:** ASA President-elect (1997-98), **Chair:** Executive Committee (1991-92), Eastern Sociological Society, **Editor:** ASA Review (1995); **Offices, Committees, Member- ships, and Editorial Appointments Held in ASA:** **Editorial Board:** American Sociological Review (1998-2000); **Chair:** Committee on the Recruitment of Minorities (1996-97); **Chair:** Section on International Migration (1997-98); **Chair:** Committee on Membership (1995-96); **Commission:** Co-author with John Logan, Brian Stult, Gilbert Marzian, and Yutang Zheng, **Immigrant Groups and Subgroups: A Reclassification of Suburbanization and Spatial Assimilation, American Sociologi- cal Review (forthcoming);**Co-author with Victor Yee, *Rethinking Assimilation Theory for a New Era of Immigration,* Inter- national Migration Review (Winter, 1997); **Co-author with Johann Hannell and Walter Muller, “Ethnic Inequality in the German Educational System” (in German), *Zelt Zerschlag für Soziologen und Sozialpsychologen* (1994); **Ethnic Identity: The Transformation of White America, Yale University Press (1990); **I inflate Americans into the twilight of society, Princeton Hall (1985); Professional Contributions:** Board of Overseers, General Social Survey (1996- present); Co-Chair, Multi-ethnic United States (MUSE) Module Design Committee, 2000 Census (1996-98); **Parti- cipant, ASA Congressional Seminar on Immigration (1998); **Fulfilling Promises,** Princeton University Press, 1996-97; **Mirrlees-Lea Award, University of Edinburgh (1986); Honors and Awards:** Guest Professor, Zentrum für Umfragen, Methoden und Analysen (ZUMA), Marburg, Germany (1997); Fulbright awards to Germany (1993-94, 1996-97); **Elected Member, Sociologi- cal Research Association (1993); **Finalist, Distin- guished Scholar Award, American Sociological Association (1995); Outstanding book on the subject of human rights in the United States, Gustavus Myers Center for the Study of Human Rights in the United States (1995).

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**Gary D. Sandefur**

**Present Position:** Associate Professor, University of Wisconsin-Madison (1984-present); **Former Positions:** Assistant Professor of Sociology, University of Oklahoma (1978-84); **Education:** PhD (1978), **BA,** University of Oklahoma (1974). **Offices Held in Other Organizations:** **Board of Social Science Organizations:** Sociology Program, Committee of Visitors (1996) and **Chair:** Sociology Program, Committee of Visitors (1996).

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**Mayer N. Zald**

**Present Position:** Professor of Sociology, Social Work, and Business Administration (1977-present) and Chair, Department of Sociology (1984-1989), **Former Positions:** Associate Professor, University of Michigan-Ann Arbor; **Education:** PhD (1964), **BA,** Western Washington University (1961); **Member, Committees, and Editorial Appointments:** Selection Committee, Lifetime Achievement Award, **Association for Research on Non-Profits and Voluntary Associations (1993-97);** Chair, Section on Housing and Urban Development (January 27, 1988). **Honors and Awards:** **Elected Member, National Academy of Sciences (1996);** Ciforn C. Clogg Award for Distinguished Career, **Honors and Awards:** Professor of Sociology, University of California Press (1987).

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**MARCH 1999 FOOTNOTES**
Nominations Sought for Major ASA Awards in 2000

The ASA Council recently changed the award cycle for the eight major ASA awards. Awards selection committees will meet to the practices of granting winners a year in advance. The selection committees will meet at the Annual Meeting the preceding year in a decision-making meeting to finalize their selection. Because of this shift, two rounds of applications are open, with the year-round application period being held over for the 1999 ASA Annual Meeting.

Nominations for the 2000 cycle are encouraged as soon as possible. The deadline for all award nominations is June 15, 1999. Award selection committees, appointed by ASA Council, are constituted to receive and review nominees and make a final decision at the 1999 ASA Annual Meeting.

Dissertation Award

The ASA Dissertation Award honors the best PhD dissertations from among those submitted by advisors and mentors in the discipline. Nominations must be made by the student’s advisor or the scholar most familiar with the student’s research. Nominations should explain the precise nature and merits of the work. Dissertations defended in the 1998 calendar year will be eligible. Send nominating letters, six copies of the dissertation, and nominee’s curriculum vita (with current address) to: Benjamin Bower, 2029 Elvertown Drive, Oakland, CA 94611; (510) 885-3173; fax (510) 885-2390; e-mail mclanaha@princeton.edu. The deadline is June 15, 1999.

Jessie Bernard Award

The Jessie Bernard Award is given in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, theory, or methodology. It may be for an exceptional single work, several pieces of work, or significant cumulative work throughout a professional career. The award is open to women or men and is not restricted to work by sociologists. The works need not have been published recently; however, it must have been published by the time of the meeting. Nominations for the Jessie Bernard Award may be submitted only by members of the Association. Nominations for scholarly work should include a one to two-page statement explaining the importance of the work. Nominations for career achievement should include a letter of nomination, two copies of the vita of the nominee, and examples of relevant scholarship or other materials. Nominations should be submitted to: Barbara Katz Rothman, Department of Sociology, Baruch College, City University of New York, 17 Lexington Avenue, New York, NY 10010; (212) 387-1709; fax (212) 387-1708. The deadline is June 15, 1999.

DuBois-Johnson-Frazier Award

Created in 1971, this award honors the institutional work of African-American scholars and educators. Nominations should include a one-to-two page statement and a vita, if applicable, and be submitted to: Howard Winant, Department of Sociology, University of California, 3718 Locust Walk, Philadelphia, PA 19104-6299; (215) 898-2022; fax (215) 242-1896; e-mail winant@Temple.edu. The deadline is June 15, 1999.

Award for Public Understanding of Sociology

This award is given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions. Please submit nominee’s name and vita, and a detailed one- to two-page statement that describes how the person’s work has contributed to increasing the public understanding of sociology. Nominations should be sent to: Sara S. McLanahan, Office of Population Research, 21 Prospect Avenue, Princeton University, Princeton, NJ 08544-2091; (609) 258-4875; fax: (609) 258-5884; e-mail mclanahan@princeton.edu. The deadline is June 15, 1999.

Distinguished Career Award for the Practice of Sociology

This award honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others, work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole, or work that has been honored or widely recognized outside the discipline for its significant impact, particularly in advancing human welfare. The recipient of this award will have spent at least a decade of full-time work involving research, administrative, or operational responsibilities as a member of or consultant to private or public organizations, agencies, or associations, or as a solo practitioner. Nominations should include a one-to two-page statement and the vita of the nominee and be submitted to: Leonard I. Pearlin, Department of Sociology, 2122 Art-Sociology Building, University of Maryland, College Park, MD 20742-1315; (301) 405-7706; fax (301) 314-6892; e-mail pearlin@bsstb.umd.edu. The deadline is June 15, 1999.

Distinguished Contributions to Teaching Award

This award honors outstanding contributions to the undergraduate and/or graduate teaching and learning of sociology which directly improve the quality of teaching. The award is for outstanding contributions which span a career or series of projects that pro- motion beyond local institutions such as publications related to teaching, workshops, program development, innovative teaching techniques, or contributions to state, regional or national associations. Nominations may recognize either a career contribution or specific product. This is not an award simply for being an outstanding teacher at one’s own institution. Individuals, departments, schools, and other collective actors are eligible. Nominations should include the name of the nominee and a one- to two-page statement that describes the basis of the nomination. Nominations should also include a vita, if applicable, and relevant supporting materials (such as course materials, textbooks, or other evidence of contribution). Members of the Association or other interested parties may submit nominations to: Caroline Hodges Persell, Department of Sociology, New York University, 269 Mercer Street, 4th Floor, New York, NY 10003. (212) 988-8330, fax (212) 988-4140; e-mail caroline@persell.nyu.edu. The deadline is June 15, 1999.

Distinguished Scholarly Publication Award

This award is given for a single book or monograph published in the three calendar years preceding the award year. The award winner and has offered a lecture or workshop at the SIIK Lecture. Regional and state sociological associations/societies may apply to ASA to receive this lecture at ASA expense after the award recipient is announced. Two members of the Associated must submit letters in support of each nomination for the award. Nominations should include name, title of book, date of publication, publisher, and brief statements from two (differently located) sources as to why the book should be considered. Send nominations to: Alexander Hicks, Department of Sociology, Tarbuton Hall, Room 225, Emory University, Atlanta, GA 30322; (404) 727-0832; e-mail aehicks@soc.emory.edu. The deadline is June 15, 1999.

Career of Distinguished Scholarship Award

This award recognizes scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The committee is particularly interested in work that substantially reorients the field in general or in a particular subfield. Nominations should include a copy of the nominee’s curriculum vita and letters in support of the nomination. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. These may be obtained by the person being nominated and forwarded to the committee, with the nominee’s vita, as a package. Nominations may include a letter of nomination for five years from date of receipt. Members of the Association and other interested parties may submit nominations to: ASA Executive Office, Attn: Governance, 1307 New York Avenue NW, Suite 3W, Washington, DC 20005-4701; e-mail governance@asanet.org. The deadline is June 15, 1999. Late arriving nominations will be held over for the following award year.

An occasional column showcasing accomplishments and innovations in sociology departments

Hunter College Engages First Generation College Students in Applied Research

Ask Pamela Stone, chair at Hunter College, to describe the student body and she may begin to illustrate about Professor Yaffa Schlesinger and her sociology of the family course. As part of the course requirements, Schlesinger asks students to interview a grandparent. Since 1984, this assignment has produced hundreds of stories, many of which are collected in a book “An Interview with my Grandparent.” Schlesinger feels that this approach brings out information about the two key variables in family life: love and power, as well as historical information that teaches students about the importance of social context. Consequent with this applied approach, the Department offers an MS degree in applied sociology. There are three tracks, related to marketing research and consumer behavior, media analysis, and non-profit resource management. Students take qualitative and quantitative research courses, a theory course, do a client-oriented practicum, and an internship. Most of the graduate students attend part-time and are from low income backgrounds. The faculty member that has a good track record placing students. 
The Underrepresentation of Sociologists of Color and Its Implications

by Eduardo Bonilla-Silva, Texas A&M University, and Cedric Herring, University of Illinois-Chicago

The percentage of top-ranked sociology departments without a single African American or Latino faculty member, or with only token representation, is simply shameful. In our recent survey of the 34 top-ranked sociology programs (of which 29 responded), we found that:

• Fewer than 15% of these departments have more than one full-time, tenure track African American faculty member and more than one full-time, tenure track Latino faculty member.
• Four top-ranked departments had no African American or Latino faculty.
• Six top-ranked departments have only token (i.e., only one) African American or Latino faculty.
• Taking into account all persons of color, the overall performance of the top 29 departments is more favorable, but challenges remain with respect to the inclusion of African-American and Latino faculty in these departments. The absence of African-Americans in the top-ranked PhD-granting sociology programs is both a symbolic and real problem. In this essay, we highlight the underrepresentation of these sociologists of color and some of its implications. We also make some modest recommendations that we believe would be useful in enhancing the representation of people of color generally in the upper echelons of sociology.

While some top-ranked departments of sociology have every right to be proud of their records of hiring, promoting, and retaining faculty of color, too many others fall short on the diversity question. Table 1 presents the racial and ethnic composition of the top 34 PhD-granting sociology departments in the nation as ranked by the 1998 U.S. News and World Report. This table indicates that African Americans make up 6.7 percent of the full-time tenure and tenured faculty in these departments. This level meets but does not exceed the national picture. In 1992, African-American and Latino faculty members earned 6.8 percent of the PhDs produced in sociology and Latinos earned 5.3 percent (National Research Council 1996). African-Americans comprised 6 percent of the full-time faculty in the discipline at-large in 1992; Latinos made up 2.8 percent (National Center of Education Statistics 1996: 240).

Disproportionate is the list of departments with zero African American and Latino representation. Four highly rated programs—the University of Chicago, the University of North Carolina, the University of Minnesota, and the University of Iowa—report no full-time, tenure track African American or Latino faculty members. Also discouraging are those programs (Harvard, Indiana, Duke, Cornell, Johns Hopkins, and Vanderbilt) with only token (i.e., only one African American or one Latino) minority faculty presence, a context which presents problems for the minority scholars as well. The implications of these data are manifold. First, many of the minority students and minority faculty members in these departments experience a very lonely existence. Too often, their solitude translates into marginalization and intellectual isolation from white colleagues who frequently have very different scholarly agendas. Being detached from others in one’s department can have direct effects on levels of productivity, especially in certain subfields of the discipline in which collaboration and research teams are the norm. But also, differing programs have negative effects on the evaluation of one’s work, and ultimately can have implications for other perceptions of the quality and appropriateness of one’s work. Thus, we believe that the limited representation of African-American and Latino scholars can also have serious repercussions for the tenure and mobility chances of such scholars in the discipline.

Second, the lack of diversity is an obstacle to increasing minority presence, and it also adds to perceptions of color often concerned about the lack of mentors in such environments. And this is not small problem: mentors can legitimize otherwise marginalized students into sponsored mobility. For graduate students of color, the consequences of this lack of diversity can be deleterious. They can range from limited opportunities for collaboration with (white) faculty, restricted access to needed resources and information, as well as negative evaluations of research accomplishments and teaching effectiveness.

Third, many faculty and students of color in such settings survive by “going white,” that is, by making their “ideological positions, cultural concerns, and research interests indistinguishable from those of their white colleagues” (Sutherland 1990:19). We believe that this derealization of scholarship is not appropriate because it does little to make our discipline more inclusive or to increase the range of ideas and views on questions of the day. We believe that a better long-term strategy would be to transform our departments and universities into more hospitable, inclusive entities that appreciate and embrace diversity.

Fourth, to the degree that top-ranked departments have a disproportionate impact on defining the discipline, the underrepresentation of African-American and Latino sociologists in these programs can also show up as underrepresentation in the leading journals that define the discipline, and as a lack of understanding and appreciation of the kind of work being done by minority scholars.

In addition to being underrepresented in top-ranked programs, our survey shows that African Americans and Latinos in these departments are more than twice as likely as their white colleagues to have joint appointments rather than full-time appointments in sociology alone. This disproportionally high number of minority faculty with joint appointments carries with it numerous burdens created by this double duty.

The Challenge: Increasing Minority Representation in Top Departments

In the old days, people of color were told that they were held back because they were not as qualified or did not have credentials that matched those of whites. Even today, some people argue that sociologists of color are less qualified than whites, that few qualified candidates from minority groups exist, or that concessions have to be made or standards lowered to attract faculty of color (e.g., Kindrow 1991; Morin 1997). However, ASA programs like the Minority Fellowship Program and MOST (Minority Opportunities through School Transforma- tion) Program have helped produce more than 200 new African American, Latino, Native American, and Asian American PhDs in sociology in top-ranked programs (Murguia 1998). Arguably, people of color are better represented in sociology than in allied fields such as political science and economics. Nevertheless, many sociology departments keep relying on the “demographic fallacy” (Mickelson and Oliver 1991) and the “institutional [white] chor- ography that renders whiteness meritorious and other colors deficient” (Fine 1997: 64) as arguments for justifying the abysmal minority representation in the discipline.

Some Modest Recommendations

There are specific steps that can be taken to enhance the representation of people of color in the upper echelons of sociology. A first step in addressing the institutional whiteness of many departments is to be supportive of the few sociologists of color they have already hired and to recruit others who are prepared but lack access. Department chairs must have more diverse imaginations inward. Rather than blaming the victims, white sociologists must remove the “white gaze” (Fine 1997) that prevents them from seeing their participation in the creation and maintenance of virtually all-white departments. White sociologists must accept responsibility for the racial status quo in their departments.

Second, we believe that the American Sociological Association should set forth guidelines for incorporating sociologists of color into departments of sociology in the new millennium as much as it did when it called for representation of women in departments of sociology “equivalent to the proportion receiving PhDs.” (American Sociological Association 1984:1) American Sociological Association’s efforts with MOST and the MRG have helped increase the proportion of sociologists of color. It should now articulate a set of hiring, promotion, and tenure timetables for the profession that will match the new demographic realities of the discipline.

Third, to expand the pool of minority sociologists, departments cannot continue passing the buck back to the ASA, but must foster the development of sociologists of color in their own programs. Ultimately, this is the only way that the pool of “qualified” minority sociologists can be expanded. If this is not the case, and if departments from now many in the discipline will continue singing the same old song about “but it’s too hard” — that qualified sociologists of color are in the market.

Finally, departments must work to improve the racial climates on their campuses, demonstrate greater commitment to diversity, help minority students in their adjustments to their new campuses, and encourage greater interaction among white students and faculty and people of color (students and faculty). Such efforts will help ameliorate the climate of racial hostility that so many faculty of color find alienating at predomi- nantly white universities.

Although these are very modest recommendations, we believe that they can serve our discipline well. We hope that this essay helps others to recognize that we must “do the right thing” if we want our discipline to reflect the diversity of our country. Continuing to do business as usual will only guarantee that our business will remain as white in the 21st century as it has been in the 20th century.

References


The chairs and coordinators from eleven of the MOST schools met in Washington, DC, on February 25-26, 1999, to work on their plans for the final two years of the Ford Foundation-supported project. In preparation for the meeting, each department reported on its activities to date, and proposed initiatives for the next two years. The additional support from the Foundation permits financial awards to departments to move forward on their plans. The conference was planned and led by ASA staff: Felice J. Levine, Executive Officer; Carla B. Howerty, Deputy Director; Edward and Murgia, Director, Minority Affairs Program; and Havidan Rodriguez, past Director, Minority Affairs Program.

Each department team met with two ASA staff for a "reverse visit." These sessions focused on departments and take about plans, hurdles, and opportunities. These conversations built on actual site visits undertaken by the ASA MOST staff in the first phases of the program as well as on several interim reports giving departmental feedback on possible directions to make the most of MOST.

Two days of the conference, the eleven teams concentrated on advancing the five themes of MOST: climate, curriculum, research training, professional preparation, and mentoring. Special guest, Jerry Gaff, Vice President of the American Association of Colleges and Universities, gave a presentation about his organization’s Preparing Future Faculty (PFF) Initiative. Doctoral-granting institutions are linked with local undergraduate institutions of all sizes and types to help prepare future faculty for teaching and the broader faculty role in a variety of contexts. The group discussed ways in which MOST could benefit from faculty development sites and ensure involvement of new minority PhDs.

The second guest speaker, Benigno Sheahan of the National Science Foundation, discussed opportunities for undergraduate research training and support. She highlighted in particular the opportunities through Research Experiences for Undergraduates (REU). Departments may apply to become REU sites offering research experiences primarily to cultural or historical investigators with NSF support may ask for supplemental funding to involve students in their research.

MOST schools shared some of their successes in undergraduate research training.

• Alonso Latoni, University of Puerto Rico-Mayaguez, described his University’s Center for Applied Social Research, in which undergraduate students are heavily involved in almost every research project.

• Benigno Aquirre, Texas A & M University, described the success in that department of a PFF scholar in the role as key sociology adviser. She links student interests and faculty interests more effectively, and handles general issues, such as resume writing, with presentations to groups of students.

• Mark Ellis, William Paterson University, noted their success with a student lab and committees coming together as well as assigning majors as advisers to their faculty. Each faculty member is responsible for recruiting students for term and checking on progress and plans.

• Carla Howerty laid out some of the issues involved in aligning an institution’s mission with its reward system, and in particular how MOST-related activities can be assessed and honored. MOST centers on department-level change, so it is important that as many faculty are involved as possible. Further, many of the activities in MOST, such as mentoring, working with students on research, and curriculum transformation, are not typically included in faculty promotion and tenure. The group discussed how different institutional missions might make such inclusion possible and important, and how we might go about suggesting means to do so.

At the 1999 Annual Meeting, the actions of the MOST departments become most visible. The MOST program always looks for transportable models to share with other departments. One of the Academic Workshops will address "Effective Mentoring Systems in Undergraduate Programs." The MOST student roundtables will showcase a wonderful array of student researchers. These presentations will have their roots in this series of these students and insights on their research topic, but further, they illuminate the development that nurtured them to these successful early points in their sociological careers.

MOST Department Receives Diversity Award

On March 2, the Department of Sociology and Anthropology of Southwestern University received the University’s first annual Unity in Action Diversity Award in the department/office category. This award was established this year by the Southwestern University Office of Diversity Education and the student organization, Bridge Builders. Awards were presented during a ceremony held as one of a series of events sponsored during Diversity Week, held March 1-3, 1999.

“The award is an opportunity to recognize people in the Southwestern University community that are doing an active and PRO active job in encouraging social justice and multiculturalism.” One award was given in each of six categories: individual student, individual support staff, professional staff/administrator, faculty member, student organization, and department/office. Two of the department’s five faculty members were also recognized as honorees in the faculty category.

As a recipient of the Unity in Action Diversity Award, the department received a framed certificate of congratulations and a $1,000 check. The award will rotate between faculty offices in the department.

Southwestern is one of two departments participating in ASA’s MOST Program, Minority Opportunities through School Transformation. As reported over the years to Newsletter readers, this project aims to achieve excellence and inclusive participation in undergraduate and graduate education through concrete, department-wide change. This past Fall, the Ford Foundation provided an additional $845,000 to ASA based on its assessment of the progress and promise of MOST. Conferential of the Diversity Awards, the Ford Foundation noted the department at Southwestern University is a strong indicator of what has already been achieved.

The Demise of the GRE Sociology Examination

Rhonda Zieggraf, Chair
GRE Sociology Subject Exam Committee

After the spring of 2000, the Educational Testing Service will no longer administer the GRE Subject Test in Sociology. Along with History, the GRE was identified by the GRE Advisory Board as a subject test to discontinue. The decision was based upon a decline in numbers, which if first glance suggests a purely economic rationale. However, the continuation of any test requires a sufficiently high number of test-takers to enable the statistics at ETS to score the exam properly. Because the Sociology numbers had dropped to a level that made impossible, no new versions of the exam can be constructed. Forms already developed will last one more year, and then institutions that have used the Sociology GRE will need to make policy adjustments.

Because the numbers taking the test have been so low, it seems likely that the numbers who will mourn its passing will also be low. For a few years, efforts to clarify the particular standards used for this exam at the ASA Annual Meeting and at some regional meetings have yielded limited successes. The importance of the central explanation pertains to cost, and the reluctance of graduate admissions authorities to burden candidates with added exams and expenses. Another reason may involve the level of rivalry for entry into graduate programs, which is sufficiently intense in Psychology; for example, that the subject test is widely used. Whatever the logic, we have an ending to acknowledge, and that calls for some personal acknowledgments! Importantly, Richard Hall of SUNY at Albany deserves recognition and appreciation for his outstanding leadership as Chair of the Committee for many years. His organizational skills might have obscured his true sociological expertise, but more than that his intellectual energies deserve applause in this column. Dick Hall was the pioneer of the sociological reasoning sets that distinguished “our” exam from all others. These were clusters of questions that could discern far more about someone’s sociological aptitude than would be typically expected of a standardized test. In addition, Phyllis Teitelbaum should be acknowledged as a colleague in sociology whose many years of work with ETS involved outstanding oversight of the Sociology Subject Exam.

The individual members of the Committee, over the years, and the item-writers, who contributed questions in their areas of expertise, are far too numerous to name, but should be categorically appreciated for holding the line. Notably high.

My brief tenure as Committee Chair has involved developing a greater sense of empathy with the scriptwriters of high quality television programs that disappoint due to low ratings. Fortunately, no one’s career is on the line with the disappearance of the Sociology GRE, so all is not lost in my high ranking. I have talents gave it so much quality. I hope this announcement, and these comments, will reach them all.

Underrepresentation, from page 6

Morris, Alden. 1997. Remarks at the Martin Luther King Symposium, University of Oregon. Sponsored by the Department of Sociology.


*MOST Program Moves Ahead*

We would like to express our gratitude to those departments of sociology that provided such a show of support for this project. Their intellectual energies deserve applause and honor. MOST centers on department-level change, so it is important that all’s left is to commend those whose many years of work with ETS involved outstanding oversight of the Sociology Subject Exam.

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Underrepresentation, from page 6
Three sociologists walk the talk by bicycle.

By Carla B. Howery, Deputy Executive Officer

Three sociologists trained for and participated in the bicycle ride to raise money for research on AIDS. Nicola B. Beisel, Northwestern University; Melissa Howery, University of Illinois at Chicago; and Tracy Ore, St. Cloud State University rode the 500-mile route from the Twin Cities to Chicago last summer to experience the ride firsthand for the sociological eye.

The motivations of the three for undertaking the ride varied, but they shared in common a sociologist’s zeal for collective action. Beisel, celebrating her 40th birthday last spring, reflected more than usual on mortality. “Unlike many people on the AIDS ride, the people close to me have not been touched by AIDS. But like many people on the ride, I decided to do the ride in part because of grief. In my case, a close friend of mine who was in her early 40s was diagnosed in 1996 with Stage 4 colon cancer. My friend had access to the best medical care and she had a loving partner, family, and community of friends. I knew that many people with AIDS were impoverished by their disease; I also knew that AIDS is a stigmatizing illness and that some people with AIDS were abandoned by their families.”

Tracy Ore has had several people close to her die from AIDS, including her mother. Since her death, she has been active “to try to find a productive outlet for my anger and sadness.” She described as “very important issues of AIDS in my classes. I became involved with ACT-UP, I volunteered at food banks, and one of the feelings I got was that the AIDS Ride would give her a way to do something that would help direct people who are living with AIDS.

Ore’s enthusiasm for the Ride caught Melissa Herbert’s attention at the ASA Annual Meeting in Toronto where they met and talked. Herbert, involved in volunteer work related to HIV/AIDS for many years, has always made an effort to incorporate the issue into her classes, including a First Year English course called “HIV/AIDS: A Sociocultural Perspective.” Part of her biography includes time in response on which she drew as she trained for the ride. Each rider commented on the shift in America regarding AIDS in a relatively short time.

But how much have attitudes shifted beyond the context of an event like the Ride? “As a sociologist,” said Ore, “I was interested in using this event as a tool to reinterpret events and actions and reconstruct the meanings of categories and behaviors. As an example, in the non-rider world, people with AIDS are singled out and stigmatized, very rarely seen in a positive light. In the Rider World, people with AIDS are singled out—marked with a bright orange flag and/or a ‘Positive Peddler’ jersey. These riders were often cheered and I knew that, each time I was passed by a ‘Positive Peddler’ I was inspired to keep going. AIDS in the AIDS Ride world held no stigma and people with AIDS served as role models.”

Beisel added that the Ride also teaches lessons in visibility and she hopes that it gives another image of the gay community to people who have had little exposure to gay folks. “One of my favorite people on the ride was a man named Will. Will was a ‘spokesbuddies,’ meaning that this year he was doing all five of the AIDS rides. Will was really an outstanding young gay activist who got glowed to his helmet. When I asked him about the wig, he said that he wears it to break the ice. People laugh at the wig and he can start conversations with them. He can tell them that he’s told about living with HIV for 15 years after being told that he would die in less than two.

The Creation of Community

Even for the trained sociological lens, these three observers were struck by how rapidly a sense of shared norms and community evolved among the riders. Joining thousands of riders, facing adversity, and being dedicated to a cause certainly provide the ingredients for community and cohesion. All three riders commented on how well everyone got along, even when in pain, or facing a rainstorm that could have broken the spirit. Norms of mutual support and trust sprung up quickly, even to the point where people hung $20 bills on the (unattended) clothesline to dry after a rainstorm soaked everyone’s clothes to the bone.

Tracy Ore was impressed by the solidarity and community that emerged in the AIDS ride. “I now see the possibility of constructing supportive communities that can work toward positive social change. When my students say that it’s not possible to organize for change I have concrete examples for them.”

“A sociologist,” it is interesting to watch the organization of the AIDS ride attempt to create community,” said Beisel. “But then I asked myself, what would I see on some days the only way to keep riding was to find someone to talk to who I could distract from various pains. But every evening the riders who had finished the ride early would applaud the late riders as they came in.

Herbert, too, was most impressed with the logistics and how an entire “town” was established each night in a different place—providing food, shelter, showers, medical, etc., for over 2,000 people—riders and crew alike. “The military could learn from the clockwork-like operation of this group,” she said.

Reinventing the Curriculum and Co-curricular

Teaching about AIDS, about gender inequality, and about gay and lesbian issues had been a part of courses each of these sociologists taught. Often the courses have included guests from the beneficiaries agency. As Beisel reported, “The outreach coordinator for one of the beneficiaries has visited my class on HIV/AIDS for the past two years, and it was really great to think that I was doing something that would benefit an organization that I knew something about and that was local. It was more meaningful to know that the dollars actually translated into, for example, meals to those who can no longer shop and cook for themselves.”

Beisel also appreciated a closer connection with the beneficiaries. Every night in camp people from the organizations we were raising money for would come to describe the work they were doing. While she was raising money, she was able to visit a Chicago organization called AIDS Care, which is a community housed in a building that has been a rich folk culture hall for years. It is now home for indigent people with AIDS. The founder of AIDS Care said that he became involved with the issue when a friend working at a hospital called him in the early 1980’s to come visit a young man who was dying of “gay cancer.” His family had disowned him, and the few friends he had were afraid of catching his disease and would not touch him. The riders marveled at how the providers chose this work and how they sustained their commitment to it.

To Beisel, the Ride experience was integral to and reinforcing of her professional engagement. “In a strange way, doing the AIDS ride was a return to the reason why I decided to be a sociologist. I was an idealistic 20-year old, and I became a sociologist because I wanted to help change the world. The world has proven reluctant to change because of my efforts, but the AIDS ride gave you the satisfaction that you had given something important to others.”


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May 3 Deadline

Task Force Volunteers Sought

Nominations are sought for the first Task Forces created by Council under the committee restructuring plan (see February 1999 Footnotes for details). The deadline is May 3. Nominations, including self-nominations, should include a statement of interest and brief biographical sketch relevant to the proposed field of expertise and ground and expertise. Send materials to the Subcommittee on Committee Restructuring, c/o ASA, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005. The Subcommittee (Linda Waite, Chair) will review nominees and submit a list of potential appointees to Council for selection. Appointments are to be made in early June.

In establishing these Task Forces, Council underscored its commitment to the broad participation of the ASA membership in the Association’s work. Future Task Force ideas (typically to be submitted each fall and considered at the mid-year meeting of Council) may come from across the Association, including from ASA members, sections, committees, or Council itself. Council urges members with relevant interests to volunteer to serve on the first set of Task Forces.

Recommendations for Task Forces

The Council approved the following Task Forces and their “charges.”

(1) Task Force on the Implications of Assessing Faculty Productivity and Teaching Effectiveness. The purpose of this Task Force is examine the measurement of teaching effectiveness, and evaluate classroom activities, and various external agencies to assess faculty productivity and determine how faculty teaching and research.

(2) Task Force on Articulation of Sociology and the First-Year College Curriculum. The purpose of this Task Force is to examine sociology programs in community colleges in light of current guidelines for sociology in the undergraduate curriculum and to develop guidelines that would be useful for community college programs as well as for linking two-year and four-year programs.

(3) Task Force on Current Knowledge on Hate/Bias Acts on College and University Campuses. The purpose of this Task Force is to examine the existing empirical literature (including that available from institutional studies and reports) and prepare a report about what is known about the scope and nature of hate/bias acts on campuses, successful preventive strategies and response mechanisms, and various recommendations.

(4) Task Force on the International Focus of American Sociology. The purpose of this Task Force is to provide the Association with a comprehensive review of the international focus of the Association.
The "Purpose" of the ASA

The purpose of the American Sociological Association is the promotion and the protection of the discipline of sociology. In a 1982-83 report to the Association, Barbara Reskin's The Realities of Affirmative Action in Employment, ASA Executive Officer Felix J. Levine has written that the Association has "a special opportunity to bring social science knowl- edge to bear on important issues of social concern and social policy" (Footnotes, September-October 1998, page 2).

We believe Executive Officer Levine is mistaken. Sociologists have that "special opportunity," not the American Sociologi- cal Association. The long and respectable tradition of advocacy research in sociology and the social sciences. We do not mean to question it. But the practice and sponsorship of advocacy research by the American Sociological Association is improper and contradicts the purpose of the Association. It is inappropriate for the American Sociological Association to engage in an advi- sory role on affirmative action. To do so damages the integrity of the Association as a nonpolitical professional sociological association.

The results of the ASA sponsored study, in Levine's words, "led to an ineluctable (sic) conclusion that employment discrimi- nation is alive, that affirmative action programs are often not underwritten in popular depictions, and that more, not less, affirmative action is needed" (emphasis added). Were the "ineluctable conclusion" otherwise, it would make no difference to our argument here.

Affirmative action is a public policy on which the American public as well as the members of the ASA are divided. That a majority of the active ASA membership is probably supportive of the pro side is irrelevant. Affirmative action at its core is an issue of the definition, means, and ends of equality upon which equally thoughtfully and knowledgeable people disagree. It is a proto- typical hot button issue on which the American Sociological Association, but not its individual members, is officially neutral if it is to be an association of scholarly professionals.

The great debate on affirmative action will continue. And it should. And it should provide opportunities for studies, analyses, interpretations of research findings by sociologists and other social scientists. But this should be done without partnership from the American Sociological Associa- tion.


Council Action

The ASA Council met on February 5-7, 1999, and discussed the statement from the thirty- eight current and former members. They discussed taking steps to have the Spivack Program and its publications and passed the follow- ing motion:

Motion: To acknowledge receipt of the materials from Professor Tomasson, to recommend the petition be published in Footnotes, and to ask the Executive Officer and the author of the Spivack report on The Realities of Affirmative Action in Employment to prepare a response for publication in Footnotes, including a description of the Spivack Program and how it operates. Carried unanimously.

Reskin Responds

ASA Council asked me to respond to the letter signed by Richard Tomasson et al. questioning the ASA undertaking undertak- ing a project on affirmative action defend- ing the project at the request of the ASA has a deeply embedded policy that it took on the project that led to my writing The Realities of Affirmative Action in Employment. I took on the project reluctantly (I would have preferred to pursue on my own work on which—like everyone else—Amy Spivack had worked). Although I supported affirmative action, I had no personal mission to promote it. Indeed, the activity that the ASA proposed as part of its Spivack Program in Applied Social Research and Social Policy was not to make a case for affirmative action, but to examine empirically what scientific research can tell us about the effects of affirmative action.

Both the process and the goals of the project conformed to those of the National Research Council where I had had experi- ence, and both were in keeping with conducting an impartial scholarly assess- ment. They worked this way: After a two- day, research workshop with an interdisci- plinary panel of experts, I spent a year comprehensively reviewing relevant scholarly literature and scholarship in an attempt to synthesize policy needs. As stated in the Preface, "[the project sought to take the common- place assumptions of proponents and opponents of affirmative action and ferret out myth from reality based strictly on scientific data and research." The strength of the effort, its comprehensiveness and its review in my column, were neither anticipated nor sought as a product of this enterprise. Our goal in synthesizing and disseminating scientific knowledge—whatever we learnis to foster its consideration and use. As a scientific society, ASA maintains a commitment to the value of scientific knowledge. I urge the ASA to be even more intentional in doing so.

First, my column is about the import- ance of a scientific organization like ASA playing a responsible role in disseminating and promoting the uses of sound science on issues of broad social concern and social policy. Since establishing the Spivack Program in Applied Social Research and Social Policy in 1991, the Association has been much more intentional in doing so. With the benefit of an Advisory Panel, the Program undertakes conferences, work- shops, and study panels; Congressional seminars and other public briefings; and training initiatives (e.g., a Congressional Fellowship, ASA-AAS Media Fellowship). The purpose of the Spivack Program is neither to engage in advocacy research nor to "duck" scientific knowledge on issues that might be contested or controversial. Indeed, the Program aims to bring sociological knowledge to bear on issues of societal importance or potential policy consequences. While, as stated above, the Association disseminates products of the Spivack Program and considers them to be of merit, this is different from implying that the works themselves or conclusions therein reflect the official views of ASA. Second, as I indicated in my column and in the Preface to The Realities of Affirmative Action in Employment, this project was aimed at rigorous and systematic examination of what we know and don't know about affirmative action. In undertaking a Spivack Report, I believed, as Professor Tomasson had argued, that affirmative action is a topic more frequently charged with "heat" than "light." Consistent with the goals of Spivack, however, our goal was to inform public discussion and debate by adding the perspective of sound social science. We were fortunate to have a scientist of the caliber of Barbara Reskin to lead and bring to fruition this effort, which included an interdisciplinary working group of social scientists. The same aims motivated ASA’s Spivack Program in Applied Social Research and Social Policy to fruition this effort, which included an interdisciplinary working group of social scientists. The same aims motivated ASA’s Spivack Program in Applied Social Research and Social Policy was not to make a case for affirmative action, but to examine empirically what scientific research can tell us about the effects of affirmative action. In doing so, we proposed to conduct an impartial scholarly assessment of the ramifications of affirmative action on employment. From the Editor and ASA Executive Officer

It is only rarely that the Executive Council of this Edition of Footnotes receives a response to a letter or a "letter" raising questions about an article that she or he has written. I do so in response to a letter from Richard Tomasson and 37 other signatories. The premises and conclusions set forth in this letter suggest that the authors may have misunderstood my "Open Window" editorial on "Affirmative Action" and "Bringing Social Science to Bear" and what ASA does in undertaking such projects (see September/October 1998 issue).

Available from the ASA...
Thank You!

Thank you to all the members who contributed to ASA funds as part of this year’s dues renewal. Other donations received in 1998 and 1999 will be thanked in a subsequent issue of Footnotes. We appreciate your generous support of critical ASA programs and functions.

American Sociological Association

Donald M. Kurtz
Aron Ein-Dor
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Stuart A. Scheff
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Barbara R. Thomas
Joyce E. Spaeth
Sarah E. O’Hara
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Dale Talke Tanghe
Joan T. Ebert
Angelina Tavani

Music (where locals Steve Goodman, booking policy (from death metal to Green Mill and the Jazz Showcase. The audiences allow for an ever increasing label bestsellers. But if you turn your dial ownership)—a narrow play list of major used by musical venues.

The days in Chicago is a cash city, adding very little to the area’s musical life. Much of what can be tuned into the dark is exactly what can be heard anywhere else (thanks to conglomerate ownership)—a narrow play list of major label bestsellers. But if you turn your dial below 90mhz on the FM band and manage to catch some of the college stations (not too low in the Loop area), you’ll be rewarded with adventurous, thoughtful, and frequently local and exciting programming.

Fortunately, the large and avid audiences allow for an ever increasing number of live-performance venues. Many of those who book the venue share the enthusiasm for different types of music with indie label owners. Even though most any style of music can be played at any of the independent venues, from the small clubs to the large arenas around town, there are especially vibrant (aka cool) spaces. Jazzburao are fond of The Green Mill and the Jazz Showcase. The Wild Hare is the place for folk music. Those who book into blues роса to the touring Northside blues clubs. The House of Blues has its own top-of-the-line sound system, downtown location, and wide-ranging and way independent booking policy (from indie rock gospel) books very few acts. The venerable Old Town School of Folk Music (where locals Steve Goodman, John Prine, and Bonnie Kocur emerged recently relocated to the Chicago Folk Center a few miles north of the Old Town neighborhood. The rockabilly bands. As such, both Fidel Cowell played and was celebrated by Liz Phair in her "socialite clubs") like countrified punk Jon districts, and Bushido) are all major venues.

With a dense musical infrastructure and enthusiastic audiences attending a wide variety of venues, music fans can flourish in Chicago. Some are Simmelian strangers (“the person who comes today and stays tomorrow”), like countrified punk Jon Langford from Wales by way of Leeds and the Mosés, and PoD Pondering’s soul-funk band Frank Ollari from Hawaii. Each “importations qualify into” Chicago, enriching the cultural life here. Most of the musicians, though, are home-grown, or at least exiles from the "burbs. Touring acts (and given the abundance of fans and venues, every tour makes a Chicago-area stop) have local groups open for them, preserving opportunities for local musicians. More importantly, those touring acts are often stimulated by your recent purchase steps leading to them the stage.

On any night, there is an abundance of musical performances to stimulate your ears. Probably the best place to look for what’s happening in the key alternative weekly "newcitychicago. com" (www.newcitychicago.com/listings/musicians).
Excerpts from Council Subcommittee Report on Policymaking and Resolutions

Since 1993, the ASA has operated under a policy about resolutions, of which key operating principles include:

- Resolutions must be specific and discipline- or profession-oriented and not be broad or general.
- Resolutions must focus on issues within the ASA's mission as a learned scientific society.
- The council must accept a request of resolution under a policy about resolutions, of which Council should speak (that is, the scope of which Council is responsible)

The Subcommittee was charged with examining and updating the policy in 1997. The following comments address essential issues:

1. What is the appropriate range of topics on which the ASA should speak?

(1) Proposed scope of Council policy

(a) Limited to two areas of policy

(1a) As necessary or helpful, Council should be free to make pronouncements or clarify policies on issues or initiatives addressed to its mission as a learned scientific society. The council can do this, however, under undertaking programmatic activities that advance and protect the discipline (e.g., resolutions involving the collection or dissemination of social science data; science or training; academic freedom; the conduct of science via research, teaching, and training; human subjects protection; the principles of peer review).

(b) As necessary or helpful, Council should be free to make proclamations or clarify policy regarding how the Association should conduct its own business. Resolutions of this sort might include refusing to hold annual meetings in states or cities with anti-choice laws, not investing in or doing business with firms known to have anti-union policies; operating in the discipline of diversity and inclusiveness.

2. Institutional mechanisms within ASA to respond to other policy issues

Acronyms in the above policymaking guidelines being proposed narrow the scope of topics on which Council (on behalf of the Association) may act, and this change can and should still play a major role in disseminating sociological knowledge to its members, to the public, and to larger communities, including policy audiences. The ASA does this, however, by undertaking programmatic activities that bring this knowledge to bear, promote the use and contribution of that knowledge, and foster individual sociologists’ interest in policy-relevant work. The Association can and should proactively create opportunities for in-depth debates through educational initiatives that create and/or disseminate sociological expertise to a diverse public, to all visible segments of societal importance. There are three primary mechanisms through which this can occur:

(2a) ASA’s Annual Meeting and Publications Program: If the interest is primarily in disseminating knowledge, proposed sessions at the Annual Meeting can be an excellent way of making sociological knowledge accessible on issues of social policy. Special sessions like the Contract with the Community (in the mode of public briefings) were proposed to the SPivack Program for funding. This could and should be expanded to include other sociologists in doing so. Also, the Media Office plans briefings, press conferences, and individual interviews based on member ideas and interest in making visible sociological knowledge to issues of public importance. The Publications of the Association and especially the newly planned journal and the Rose Series are publicized to work addressed to issues of broad-based interest or policy importance.

(2b) ASA’s Fund for the Advancement of the Discipline: If the interest is primarily in creating a new knowledge agenda and in disseminating knowledge to policymakers, communities, and the larger society, the ASA Council—should restrict its own policy pronouncements to issues consonant with its mission of advancing and protecting the wellbeing of the discipline. As the national organization for sociologists, this role is appropriate and in line with the oriented of most other social science organizations—salaries and its policymaking arm, the ASA Council—should restrict its own policy pronouncements to issues consonant with its mission of advancing and protecting the wellbeing of the discipline. As the national organization for sociologists, this role is appropriate and in line with the orientation of most other social science organizations.

(3) Does the current resolution policy need to be revised to be consistent with a new Council policy?

(a) Proposed scope of Council policy pronouncements

Council pronouncements should be limited to two areas of policy:

(1a) As necessary or helpful, Council should be free to make pronouncements or clarify policies on issues or initiatives addressed to its mission as a learned scientific society.

(1b) As necessary or helpful, Council should be free to make proclamations or clarify policy regarding how the Association should conduct its own business. Resolutions of this sort might include refusing to hold annual meetings in states or cities with anti-choice laws, not investing in or doing business with firms known to have anti-union policies; operating in the discipline of diversity and inclusiveness.

(b) As necessary or helpful, Council should be free to make proclamations or clarify policy regarding how the Association should conduct its own business. Resolutions of this sort might include refusing to hold annual meetings in states or cities with anti-choice laws, not investing in or doing business with firms known to have anti-union policies; operating in the discipline of diversity and inclusiveness.

(c) ASA’s Spivack Program in Applied Social Research and Social Policy

The ASA’s Spivack Program in Applied Social Research and Social Policy (later renamed the Spivack Program) is an important program in the ASA’s strategic plan. It is a conduit through which the ASA can bring social and behavioral knowledge to bear on issues of social importance or potential policy consequences. The 1993 policy helped to significantly expand the ASA’s role in addressing current policy-related issues, the ASA’s role should be consistent with a number of principles of peer review). It is the purpose of the Spivack Program to bring social and behavioral science accessible on issues of social importance or potential policy consequences. The 1993 policy helped to significantly expand the ASA’s role in addressing current policy-related issues, the ASA’s role should be consistent with a number of principles of peer review). It is the purpose of the Spivack Program to bring social and behavioral science knowledge to bear on issues of social importance or potential policy consequences.

Proposals should include:

(a) a statement of the substantive and policy issues raised by the resolution, in particular their relevance, in the case of (a), to ASA’s mission to advance sociological knowledge as a discipline and profession, or, in the case of (b), to the conduct of ASA business; a clear specification of what action(s) should be taken (for example, instructing the President to write a letter on behalf of the ASA to designated parties, or having the ASA support the filing of an Amicus Curiae brief in a legal case).

(c) A clear statement of the individual, societal, or policy implications of the proposed action(s) for the ASA or the discipline, for the discipline.

(d) The individual member, section, or committee proposing the resolution should submit the resolution to the Council for action, in the case of the Association’s taking a moral stance on an issue of grave and compelling importance, for the future circumstances warrant the ASA Council’s making exceptions if unknown to it.

(e) The Spivack Program should operate in conjunction with the ASA’s Committee on Advocacy, Documents.

Final Thoughts

The revised policy significantly clarifies the confusion remaining in the 1993 policy and narrows the scope of issues on which the ASA will consider policy pronouncements to those directly within the province of a learned scientific society. When the ASA recommends to guide Council’s action on resolutions brought to it, it should be limited to those resolutions for Council’s consideration and allow Council to act expeditiously. In addition to this, the ASA Council should be urged to apply for Fellowship support. The ASA Council urges members who wish to submit a resolution to consult, whenever possible, with relevant sections, committees, or members with special expertise in the area addressed by the resolution or the Executive Officer charged with implementing extant ASA policy. The President of prior discussion in section, committee, or business meetings should be summarized in the proposal.

Member interests outside of new policy pronouncements

Council members with interests in existing policy pronouncements should apply the above criteria to take advantage of other institutional mechanisms available within ASA to advance and protect the discipline of sociology and knowledge. These include ASA’s Annual Meeting and Publications Program, the ASA’s Publications program, ASA Fund for the Advancement of the Discipline, and the ASA’s Spivack Program in Applied Social Research and Social Policy.
Call for Papers

CONFERENCES
21st Annual Symposium on Social Work with Groups, October 21-24, 1999, Den- ver, Colorado. Theme: “Mitting the Gold in Group Work.” Call for papers deadline: March 17, 1999. Submit to Catherine Scherer or Sue Henry, University of Den- ver Graduate School of Social Work, 2149 S. High Street, Denver, CO 80208; (303) 871-2873; fax (303) 871-2845; e-mail shenry@ denver.edu; home page <http:// doc.chdu.edu/bsa/aeww/>.

Association for Humanism Sociology Annual Meeting, November 6-7, 1999, Peabody Hotel, Memphis, TN. Theme: “Confronting: Powers of Theory and Practice for the Twenty-First Century.” In addition to paper abstracts, AHS encourages proposals for panels, workshops, and innovative or nontrad- itional sessions. Deadline for submissions is May 25, 1999. Send proposals and ab- stracts to: Dan Santoro, AHS Program Chair, Division of Social Services, 104 Kees Hall, University of Pittsburgh, Pittsburgh, PA 15260; fax: (412) 268-2976; e-mail: santoro@ohio.pitt.edu.

Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) 26th Annual Conference, No- vember 4-6, 1999, Washington, DC. Proposals are invited from scholars in all academic disciplines, nonprofit organi- zation executives, foundation staff, con- sultants, policymakers, and graduate students. Submit a proposal for a paper, panel session, poster session, or volun- teer to the Association for Research and Discussion for a conference session. Contact: ARNOVA Executing Officer, 450 University Center on Pennsylvania Avenue, Suite 400, New York, NY 10016; telephone: (212) 686-4164; fax (212) 545-1130; e-mail: arnovamail@aol.com.

North American Conference on Sexual Film and Video, October 15-22, 2000, Kananaskis Village, Calgary, Alberta, Canada. Theme: “Global Com- munity Action 1 can accomplish. Contact: German Dufour, Chairman, or Virginie Lowney, e-mail globalcommunitywebst.com.

PUBLICATIONS
The AHANA Project, a series on multicultural media, is available from Media- Press, invites contributions that focus on the structure and operation of mass media that are controlled, scientifically influenced and owned by AHANA (Afri- can, Hispanic/ Latin, Asian, Native American) items to be considered in- clude reports of original research includ- ing case studies, critical essays, and pro- fessional profiles. Contact: Editors, The AHANA Project, Department of Jour- nalism, Central Michigan University, Mt. Pleasant, MI 48859; fax (517) 774-7114; e-mail: gaty@msubox.cmich.edu.

ASA Research Guide on Teaching Diversi- ty Courses invites submissions for the 4th Edition. Unique syllabus are sought, as well as descriptions of course experiences, and perhaps an annotated bibliography. Some very short essays will be included: Send material or proposals to Mar- tin D. Schwartz, Sociology, Ohio Univer- sity, Athens, OH 45701; e-mail schwartz@ohio.edu. Final materials are due April 15, 1999.

Families and Crime, a special volume in the Contemporary Perspectives on Family Research series by JAI Press, announces a call for papers. Manuscripts to be con- sidered must be submitted by October 15, 1999 to Green Linton Fox, Families and Crime, Department of Family and Child Studies, University of Tennessee, Knox- ville, TN 37996-1900. Contact the editors: Green Fox, e-mail glfox@utk.edu or Michael L. Benson, e-mail mbenson@utk.edu.

Gender Issues, a quarterly journal, is dedicated to publishing basic and ap- plied research on the relationships be- tween men and women. To submit an article for consideration send three cop- ies of manuscript with title page and abstract to Rita J. Simon, Editor, Gender Issues, American University, School of Public Affairs, 4440 Massachus- etts Avenue NW, Washington, DC 20816-8403; (202) 885-2965; fax (202) 885- 2967.

Teaching About Families, an ASA’s family collectors, invites contributions for its next edition. We are interested in syllabi, exercises, experiences, or par- ticipatory learning components of classes, and annotations about books or films. Deadline for submissions is April 30, 1999. Potential contributors should send a copy of their work as well as a computer disk using Word or WordPerfect to: Mary K. McNeill, Sociology, Ohio State University, Columbus, OH 43210-1230. Con- tact the editors: Ginger Machonis (e-mail machonis@purdue.edu) and Kathy L. Lowney (e-mail klowney@wadsworth.com).

Meetings

April 8-11, 1999, 28th Annual Conference of CORDS (Community on Peace Re- search, Education, and Development) and the 11th Annual Conference of the Peace Studies Association will be held concur- rently at Samford College, Lookoutville (Al- bany), New York. Contact: Ned McGlynn, Sociology/Peace Studies, Samford College, Lookoutville, NY 12221; (518) 783-4190; e-mail mglynn@samford.edu.

April 16, 1999, Carolyn Underwood So- cial Science Symposium, PresbyterianCol- lege, Clinton, SC. Contact: Robert Freymeyer, Department of Sociology, Presbyterian College, Clinton, SC 29325; e-mail rfreym@presby .edu.

April 24, 1999, New England Sociological Association 1999 Spring Conference, Bryant College, Smithfield, RI. Theme: “Community.” Contact: Sidney Franklin, Faculty Suite E, Bryant College, Smithfield, RI 02917; (401) 252-6359; e-mail mfralig@bryant.edu.

April 29, 1999, 13th Annual Mid-Dess- erissy Meeting on Social Work and Build- ing, The Johns Hopkins Medical Institu- tions, Baltimore, MD. Contact: Johns Hopkins University School of Medicine, Office of Continuing Medical Education, Turner 22, 720 Baltimore Avenue, Balti- more, MD 21205-2145; (410) 952-2695; fax (410) 952-2697; e-mail cmromise@hsm.medscape.com; web site <http://www.med.jhu.edu/ cmmea/11-122.htm>.

May 11-12, 1999, New York Academy of Sci- ences Conference, National Institutes of (continued on next page)
Competitions

The ASA Section on Community and Urban Sociology invites nominations for the 1999 Robert E. Park Award for the best book-length research monograph in the field of community and urban sociology written during the past two years. Please send nominations by March 15, 1999 to the chair of the committee, Hillary Silver, Department of Sociology, Box 1146, Brown University, Providence, RI 02912.

Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) invites nominations for its 1999 Awards. (1) Award for Distinguished Lifetime Achievement in Nonprofit and Voluntary Action Research, given annually for significant contributions to the field through research, collegial activity, or teaching. Cash prize: $1,000; (2) Award for Outstanding Book in Nonprofit and Voluntary Action Research.

Competition rules: http://www.arnova.org/award.html

Canadian Sociology is offering an award for the best article published in the journal during 1998. The award will be given in May 1999. More information is available at: <http://www.carleton.ca/socsci/csoc/csoc_r004.html>.
Peter Dreier, Occidental College, wrote an op-ed piece on April 26 in the Los Angeles Times on the potential advantages of the Earned Income Tax Credit for the working poor.

Helen Rose Ebaugh, University of Houston, was on the McNeil/Lehrer News Hour (TBS, CNN) the day after she participated in a discussion on the Pope's visit to St. John Paul II Church.

William Ewan, University of Pennsylvania, wrote an op-ed piece for the James Murphy Foundation’s journal about U.S. foreign policy in Iraq.

Fiona F. Uyehara, University of Hawaii, was quoted in On February 23 speaking about hate groups.

Charles A. Gallagher, Georgia State Univer- sity, edited the March 2000 issue of the Dallas Morning News and Look Magazine for his work on the political and cultural meanings whites attach to their race.

Mark S. Gayford, City University of New York, was invited to the January 25 Asian Wall Street Journal article concern- ing Chinese activist images in international law enforcement.

Robert Harroster, University of Wisconsin-Madison, was quoted in the January 30 New York Times on negative effects and high rates of social promotion. He was also interviewed by the December 28, 1998 issue of the Daily News on a controversy surrounding a new book.

Peter Kivisto, Augustana College, was interviewed by KWQC television, Davenport, IA on February 14 regarding the continuing battle in Illinois for a moratorium on executions.

Thomas LaViolette, Johns Hopkins Univer- sity was featured in an article in a recent issue of the American Scholar on the best col- leges for Black students.

Zai Liang, CUNY-Queens College, was quoted in an article of the Voice of America (VOA) on February 7 about immigrants in the United States. She also had a letter in the New York Times, February 26 about the well-being of migrant chil- dren in China.

E. Doyle McCarthy, Fordham University, was quoted in a news report published by KRT News Service about her book Knowledge as Culture. She was inter- viewed by WABC Talk Radio, New York about why children are killing children.

J. Steven Flouz, University of South Ala- bama, was quoted in the Mobile Press Register, January 5, in an article on stress and burnout from extracurricular activi- ties.

Gregory D. Squires, University of Wash- ington, was published in an op-ed piece on the December 30, 1998 Village Post on discriminatory practices in the workplace that are inching society towards racial mi- norization.

Sheldon Steinhauser, Metropolitan State University, was quoted in the Las Vegas Review Journal about a diverse workforce for the January 21 issue of the Wall Street Journal.

David M. Weis, Long Island University, was quoted in the February 10 issue of the Wall Street Journal about a verso that appeared in a New City New York commentary. He provided commentary on the story in WABC Talk Radio, New York.

Barry Wellman, University of Toronto, was quoted on an article of computer- mediated communication in the February 21 issue of the Internet newsletter of business and technol- ogy.

V. Willis, Harvard University, was interviewed in the January 7 Black Issues Higher Education on educational reform. She participated in a panel discussion in the January 18 The Boston Globe section on school policy and reform.

He also submitted a memorandum on the February 8, 1999 issue of The San Diego Union about affirmative action that was published in the December 1998 Equity and Excellence in Education.

People

Jau Batlle, CUNY-Hunter College and the Institute for Policy Studies, was promoted to Associate Professor.

Robert Carter now heads the Masters of Social Work Program at Hunter College, CUNY.

Anthony Cortese, Southern Methodist University, was awarded tenure in the fall of 1998.

Mary Miss Dallas County Scholarship Pageant. Tyson Duster recently joined the faculty at New York University.

Charles Green, CUNY-Hunter College, is now chair of the Sociology Depart- ment.

Janet Hankin is now an Associate Dean in the College of Liberal Arts at Wayne State University.

Meg Wilkes Karraker, University of St. Thomas recently received the National Service Merit Award for a career of distinguished service in the nonprofit sector, and comparison, of the 1998 Committee.

Eugene Rosa, Washington State University, will be a visiting professor at the Catholic University of America, teaching a course on The Risk Society.

Stephen Russell has moved to the Uni- versity of California, Davis as an Extension Youth Development Specialist, in the Division of Community and Development Education. The University of California, Davis.

Robert Shelly, Ohio University, is the new editor of Sociological Focus, the jour- nal of the North Central Sociological Association.

Jan Z. Spade, Lehigh University, is a vis- iting research associate in the Department of Sociology at the University of Houston.

Ann Tickamyer, Ohio University, is the new editor of Rural Sociology, the journal of the Rural Sociological Society, of which she is the past president.

Contest

The University of Texas-Austin an- nounced that its Center for Documentary Studies is offering the Greenough Prize Award for a work, or works, that show promise for opportunities for graduate students to hold masters and doctoral degree. The prize is for a work which shows innovation in the study of American Life. It is awarded in the spring of each year. For more information contact: Jus- tin Duff, Center for Documentary Studies, University of Texas, Austin, Texas 78712.

New Books


Glen Frank, Women’s Center at Vanderbilt Univer- sity, was chosen as Sociologists for Women in Society Feminist Scholar, May 21 in the Performing Arts Center for the spring semester.

Translate the text into natural language.
Diana Davis, Development Associate, has completed work to complete a year-long study for the Committee on Social Welfare. In her research, views, they evaluated the University's cultural diversity, key population questions most likely to be obtained, high school education, non-native speaking, and civic organizations and volunteered to the high school sports activities. She was light-hearted and strong. She was fluent in English and a strong proponent of learning. They also assessed of the entire form and comprehensive of all items and instructions.

Joyce Miller Iatovitch and Donald J. Pratt of Keystone University Research Corporation have been awarded a contract by the Pennsylvania Department of Aging to conduct an evaluation of two demonstration projects (the Geriatric Health Model demonstration), and, the Area Agency on Aging/ Managed Care Organization Partnership. Findings from this research will provide information useful to the planning and implementation of significant health care projects in the future.

Deaths

Margaret Rales, Free University of Berlin, passed away unexpectedly on January 7.

W. Roy Cook, Mankato State University, died December 17, 1998.

Mora Komanskeyeau, Fast Forw...
Proposals Due June 15, 1999

Fund for the Advancement of the Discipline
ASA/NSF Small Grants Program

Supported by the National Science Foundation and the ASA, the goal of this award is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives and other important scientific research activities. FAD awards provide scholars with venture capital for innovative research that has the potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration. The award is intended to provide opportunities for substantive and methodological breakthroughs, broaden the dissemination of scientific knowledge, and provide leverage for acquisition of additional research funds. Maximum award is $5,000.

Application Information:
Web: http://www.asanet.org/Funding/fad.htm
E-mail: research@asanet.org
Phone: (202) 383-9005 ext. 312
Mail: FAD Awards, ASA, 1307 New York Avenue NW, Suite 700 Washington, DC 20005-4701

Attention, Annual Meeting Presenters!

1999 AV Equipment Availability, Schedule, Deadlines

Audio Visual Equipment

There is a change this year in the type of audio-visual (AV) equipment that will be automatically supplied in ASA session rooms. Due to the unusually high costs related to the use of 35mm slide projectors in Chicago hotels, slide projectors will be provided only on a special order basis. Presenters are strongly encouraged to use transparencies rather than slides to augment their presentations at the 1999 Annual Meeting.

If you must have a slide projector or other AV equipment for your presentation, please submit the pink Revised Special Order Form for Audio Visual Equipment by April 1. If you are on a formal paper session, panel session, workshop, or seminar, and have not received the AV order form, please contact your session organizer immediately. (Note: Audio-visual equipment is not permitted in roundtable and poster sessions.)

Upcoming Deadlines

March 15 All organizers are required to send acceptance/rejection/forwarding notices to all submitting authors by mid-March. If you submitted a paper in January and have not heard from your organizer, please contact the organizer directly. The 1999 Call for Papers is still posted on the ASA website to facilitate communication with organizers.

April 2 Abstracts of accepted papers are due at Sociological Abstracts in San Diego. Session organizers are responsible for sending abstract forms to authors whose papers have been accepted onto the program. If you are on a formal paper session or a refereed roundtable session and have not received an abstract form and information on paper services, please contact your session organizer immediately.

Special AV equipment orders are due. Corrections for session listings in the Preliminary Program are due. Changes received after April 1 will appear only in the Final Program.

May 31 All program participants must preregister for the Annual Meeting or be dropped from the Final Program. A short registration form was included in the Call for Papers last fall; there will be another special mailing to confirmed program participants in April.

Schedule!
The only scheduling information available at this time is the plenary schedule and the pre-assigned Section program days. The complete program schedule will not be available before mid-May. The plenary schedule and Section days were published in the 1999 Call for Papers, which is still posted on the ASA website (http://www.asanet.org).

Registration and Housing

Meeting registration opened in November when the first preregistration form appeared in the Call for Papers. Online registration is expected to open in April, and the full registration form will appear in the forthcoming Preliminary Program to be sent to all ASA members in May. The Preliminary Program will also contain the housing form and information on hotels. Since program participants must preregister before the end of May in order to retain their program listing(s), a special advance mailing of registration and housing forms will be sent to all confirmed program participants by the end of April.