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Footnotes

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2000 Annual Meeting: August 12-16, 2000 The Sociology of Selected Monuments in Washington, DC, or Stories Behind the Stones

by James W. Loewen
Catholic University of America

Like many capital cities, Washington is a city of monuments. Of course, they portray much of our nation's history, but they reveal even more of its sociology.

We might begin our sociological tour with the Library of Congress (Capitol South metro), which offers an embodiment in granite of Social Darwinism. On keystones around the facade of its main ("Jefferson") building are 33 "ethnological heads" that depict the races or stocks of humankind as envisaged in 1897. Nearest to the main entrance on the left are the "highest" types, such as "Blonde European [of] the educated German type, dolichocephalic, or long headed," followed by "Brunette European [of] the Roman type, brachycephalic, or broad-headed" in the words of the official account of 1897. On the right are "Chinese" and "Japanese" and the like. Relegated to the back are such "races" as "Abyssinian," "Malay," "Australian," "Negrito," "Zulu," "Papuan," "Soudan Negro," "Akka (Dwarf African Negro)," "Fuegian," and "Botocudo (from South America)." Old-timers claim that the sculptors worked from heads preserved in barrels at the National Museum of Natural History! But according to the official account as revised by the Library in 1982, "all portraiture was avoided . . . because no one man can ever exemplify



The African-American Civil War Memorial is an interesting sculpture, well worth visitors' attention.

all the average physical characteristics of his race." Eugenics rears its ugly head here, although some of the carved heads are in fact quite beautiful.

Two blocks northwest, another symbol of white supremacy stands just south of the entrance to Union Station (Union Station metro). The Columbus Fountain, done in 1912 by sculptor Lorado Taft, shows Columbus standing on the prow of a ship. Above him is a globe, representing that he proved the world round. In fact, in 1491 almost no one thought the world was flat. It looks round. In a lunar eclipse, it casts a round shadow on the moon. The Catholic Church said it was round. Sailors are especially able to appreciate its roundness when ships disappear over the horizon, hull first, as the roundness of the earth gets in the way. Novelist Washington Irving popularized

the flat-earth fable in 1828 in his best-selling biography of Columbus. Writers of American histories soon picked up the story, and since textbooks tend to clone each other, Irving's little hoax persists in some books to this day. Irving probably thought the fable would do no harm. But it does. Sociologists will recognize its functions. It invites viewers to believe that most people had only a crude understanding of the planet they lived on before a forward-thinking European man of science brought them out of their ignorance. It also shows the boss to be smarter than his "motley crew," in the words of one high school history textbook. And it fits the archetype of progress in our culture: Americans typically imagine our predecessors as primitives, exactly the kind of folk who would believe in a flat earth, a chronological form of ethnocentrism.



During the dreary decades from 1900 to 1970, when American histories said that the war was about anything but slavery, always, there on the marble walls of the memorial, Lincoln had it right: "All knew that this interest was somehow the cause of the war."

Taft flanked Columbus with an elderly white man and a nearly nude American Indian, kneeling at each side. This convention exemplifies what art

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Council Approves First Section Journal: City & Community

At its meeting in January 2000, ASA Council approved the first official ASA section journal, in accordance with the new publications portfolio guidelines. The journal, *City & Community*, will be sponsored by the ASA Section on Community and Urban Sociology.

City & Community will bring together for the first time major work and research in the areas of urban and community sociology. It will seek to furnish a unified, intelligent, and articulate forum for the study of the city and community. It will also serve to forge a link between sociology and other disciplines and subfields concerned with communities and urban policies.

Inaugural editor Anthony M. Orum (University of Illinois-Chicago) said, "I have great expectations for the new journal. We have an eminent group of editors and a terrific section membership that has been solidly behind the formation of the new journal. We formed the journal because we in the Section felt that urban sociology was not

well represented in the current array of urban journals."

Negotiations with potential publishers are underway by ASA Executive Officer Felice J. Levine, along with the Section. It is the goal of the Section and the Executive Office to have a publication contract in place within the next several months, at which time the schedule for the inaugural issue will be determined.

Orum added, "We plan to publish a wide diversity of articles, ranging from urban ethnographies to studies of virtual communities to demographic work on race and ethnicity in the city. Most of all, we hope to provide a new and stronger voice for urban sociologists, one that will connect to our historic roots in the discipline and at the same time work to bring our major concerns into the arena of public dialogue and debate. Urban sociology, in other words, is alive and well. And *City & Community* will provide telling testimony of this vitality."

For additional information, contact Orum via e-mail at amorum@uic.edu. □

Conference on Sociology and Education The Spencer Foundation and ASA Join Forces to Look Ahead

On March 1-3, 25 sociologists met in retreat at the Emory Conference Center to examine the body of knowledge in sociology and education and to consider future directions of research. The conference was convened by The Spencer Foundation in cooperation with the American Sociological Association (ASA). Michael Hout (University of California-Berkeley), Pamela Barnhouse Walters (Indiana University), and Felice J. Levine (ASA) organized the conference which by design (including in the organizing team) sought to bring sociologists of education together with sociologists working in other areas relevant to understanding educational processes and systems.

The meeting was driven by two central ambitions: (1) to frame new sociological pathways of inquiry about education, and (2) to develop a research agenda that includes innovative ways of thinking about and increased opportunities for the next generation of research related to education. The Conference Center provided just the right setting for a creative and ambitious effort. From the outset, invitees were encouraged to think "out of the box" about important new questions, challenges, and opportunities. Prior to the meeting, participants prepared working memoranda in their areas of expertise that could serve as a catalyst for group discussion and exchange. The workshop focused on six core topics: Social Stratification and Education, Families and Schools, The Social Organization of Education, The

Politics of Education, Learning and Achievement, and Labor Markets and Occupations.

Hout, Walters, and Levine could not have hoped for a research meeting where energy, engagement, and quality interaction were any higher. With many participants lingering long after evening events and well after the final wrap-up session, the group worked hard to address theoretical, methodological, measurement, and empirical issues important to future directions in the field. Issues of training, database needs, and quality of data were all parts of the discussion as attendees considered what we know and need to know to move the field forward.

The Spencer Foundation has been holding similar conferences with other disciplinary groups. The Foundation asks organizers to prepare a brief report and recommendations to The Spencer Foundation that is also disseminated on the Foundation's homepage. The Foundation is committed to the support of field-initiated proposals and seeks the widest possible dissemination of ideas that might encourage the development of important new work. As with other such research conferences convened by ASA, the Association plans to publish a book addressed to future research in sociology and education. In agreeing to co-organize the conference, Hout and Walters will lead this writing effort. The goal is for a product of wide use and benefit to sociologists now and in the future. □

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The Association gratefully acknowledges the generous contributions from ASA members.

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The Executive Officer's Column

Institutional Review Boards and Sociologists' Experiences



Last fall, the American Sociological Association and other social science and humanities societies participated in a meeting convened by the American Association of University Professors (AAUP) on the role and scope of institutional review boards (IRBs) in the academic workplace. Over the years, IRBs have played an increasingly prominent role in all campus research involving human subjects, not just federally-funded research (which they are minimally mandated to do). In the humanities, much more than in the social sciences, there has been less of a history of experience with IRB review and with general guidelines for the protection of human subjects.

All of us agreed that we needed to learn much more about IRBs, how they operate, and areas that might need improvement. The presence of IRBs in academic and other research organizations dates back to 1974 when federal guidelines were established for the Protection of Human Subjects (Title 45 CFR 46). While social and behavioral science research was included from the outset, much of the impetus for such guidelines grew out of concerns about informed consent and risks involved in biomedical research. Despite the passage of time, this model of science seems to color the operations of IRBs. Some of our discussion looked to how the work of IRBs might be enhanced by a fuller understanding of the methods and human subjects' issues involved in behavioral and social science research.

Anecdotally we hear reports about researchers' interactions with IRBs that cover the spectrum of views—from considering the usefulness of the IRB review (and the preparation leading up to it) to complaining that IRBs prevent or delay research where human subjects have already been well protected. Those of us meeting last fall thought that we should seek to obtain more systematic information. Thus, the ASA, along with other scholarly societies in the social sciences and humanities, is collaborating with the AAUP to examine the role and impact of IRBs on our research.

We are turning to our research communities to generate that knowledge. We know that Institutional Review Boards operate under federal guidelines that describe their policies and practices; yet, each institution's IRB functions a little differently. In addition, within institutions, IRBs function differently as membership or institutional practices change over time. We expect there is substantial diversity in IRB practices, and we are interested in learning about these differences as well as commonalities.

Each society participating in the meeting agreed to solicit information from its members. We are interested in learning more about how IRBs operate in practice and about the actual experiences of faculty members with IRBs either in terms of their service on such bodies or as a result of having had their research reviewed by them. We are interested in both positive and negative experiences while serving on an IRB or submitting research to an IRB for review or rereview. Students whose work has been reviewed by IRBs are also encouraged to respond, but are asked to note that you are a student.

To gather this information, we invite you to respond to the following questions. You can send your answers to me at the ASA Executive Office via regular mail, e-mail (levine@asanet.org), or fax (the secure fax number is 202-638-1159). The questions are also posted on ASA's homepage if you would like to respond electronically. All responses will be held confidential, and no information that could link you to information you have provided will be shared.

Ethical practices in research and the protection of human subjects are important to our discipline. Having your views will contribute to doing this well. Thanks in advance for your participation.—Felice J. Levine

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Service on an IRB

Have you ever served on an IRB? If so, please provide the following information:

- What institution?
- What year(s) did you serve? We are especially interested in more recent service.
- What were the circumstances that led to your appointment? Did you ask to become a member? Did someone at your institution ask you to serve?
- How much introduction or orientation were you provided to carry out your duties as a member of the IRB? Do you think it was adequate? Do you think the IRB understood fully the federal guidelines? Did it operate consistent with the guidelines?
- Did your IRB review only federally-funded research or did it review other types of research involving data collected on human subjects? Did it review unfunded research? Was student research reviewed? Was research related to course activities reviewed?
- Were there occasions when you or other members of the IRB were unfamiliar with the research methods under review and found it difficult to reach a decision? How did you handle it? Did you think your IRB was truly able to review all the research protocols that it received?
- How would you describe the level of agreement among the members of the IRB on their approval of research protocols?
- Were you released from other duties (for example, through a reduction in your teaching load) while you worked on the IRB? Was your work on the IRB time-consuming? Was it in any other way especially taxing?
- Overall, did the IRB seem to operate fairly? Did it seem to operate efficiently?
- Is there anything else you would like to tell us regarding your experiences while serving on an IRB?

Interactions with an IRB

If your research has been reviewed by an IRB in the past three years, please answer some or all of the following questions:

- How many research protocols have you submitted for IRB review in the past three years? At what institution(s)?
- In general, how long did the review(s) take—days, weeks, longer? Did the time required for review seem appropriate? Was it too long? Too short?
- What type of review did your research receive (e.g., exempt, expedited)? Did you agree with the type of review?
- Did you meet with the IRB to explain your research or did you send materials for review? If you met with the IRB, do you think it helped or hindered your research protocol?
- Do you think the members of the IRB were familiar with research standards and practices relevant to your research? Did their lack of knowledge harm your research? Did their expertise help your research?
- Were you asked to alter your research project in some way? If so, what was your response to the request? Was the research eventually approved?
- Did you find that your research benefited from having your research reviewed by the IRB?
- Overall, did the IRB seem to operate fairly? Did it seem to operate efficiently?
- Is there anything else that you would like to tell us regarding your experiences with IRBs? □



Murray Webster Returns to NSF Sociology Program

Murray Webster, Jr., University of North Carolina-Charlotte, has returned to serve as the Director of the Sociology Program at the National Science Foundation. In 1989-91 he held the position,



Murray Webster, Jr.

which is responsible for funding basic research in sociology and in interdisciplinary projects across the Foundation. This time he shares responsibilities with Patricia White, a permanent Program Director at NSF.

Webster's own work has centered on status generalization, social influence, and other social psychological processes. He is active in the ASA and its Section on Social Psychology. In addition to faculty positions at University of North Carolina-Charlotte, he has served on the faculty of University of South Carolina and Johns Hopkins University, and has held visiting appointments at Stanford, San Jose State, and Emory University.

"I am pleased to return to NSF and the Sociology Program and to contribute to some important new areas of work," says Webster. "The most significant new trend at NSF is the growth of 'special initiative' funding. In fact, the majority of new research funds will come through initiatives rather than growth in Sociology and the other Program budgets. Initiatives often aim at cross-disciplinary projects, and they are usually large-scale."

Last fall, Webster worked on the Infrastructure Oversight Board, helping to revise proposal guidelines for projects enhancing intellectual (e.g. large survey data bases) and physical (e.g. computer networks) resources for research communities. This year, the Infrastruc-

ture Panel, along with the Sociology, Economics, and Political Science Programs, will review several large social science data base projects.

Webster and previous Sociology Program Director Bill Bainbridge also work with the Computer and Information Science and Engineering Directorate, helping to select and chair Integrated Technology Research (ITR) Initiative panels. This initiative supports projects involving technology (i.e., computers) and social science. Its total budget this year is about \$93m. Anticipated for FY 2001 is about \$300m. ITR proposals come in two sizes: under \$500,000 per year and over \$500,000. By comparison, the average grant by a regular NSF program last year was \$70,000 per year. (Sociology was a little higher than that at about \$90,000.)

According to Webster, sociologists now serve on several initiative review panels, but few have as yet submitted proposals to these programs. "They should," he said. The place to start is the NSF web site: www.nsf.gov. "We have some successes already." Last year David Willer and colleagues at South Carolina were awarded over \$1 million from the Digital Libraries initiative.

Webster says he plans to extend outreach, speaking on funding opportunities and proposal writing at universities and professional meetings, including at the ASA Annual Meeting. Through those talks he hopes to encourage sociologists to apply for special initiatives, women's and minority funding programs, and dissertation improvement grants—all areas that sociologists do not take as much advantage as they could. When sociologists write proposals to the Sociology Program, he hopes they will emphasize the theoretical importance of their research. How will this work change the state of knowledge? Who wants to know? Why? □

Attention, Predoctoral Students!

Travel Stipends Offered for OBSSR Conference

The Office of Behavioral and Social Science Research (OBSSR), the National Institutes of Health, is providing a limited number of travel stipends to predoctoral students to attend the OBSSR-sponsored conference on "Toward Higher Levels of Analysis: Progress in Research on the Social and Cultural Dimensions of Health," to be held June 27-28, 2000, in Bethesda, MD. (For an overview of this conference, see this page.)

To apply for a travel stipend, please submit the original and four copies of a cover sheet—containing name, graduate institution, discipline, research area, sex (optional), ethnicity (optional), years in PhD or similar degree program; curriculum vitae; a brief statement (300 words or less) of why you want to attend the Conference; and a letter of recommendation (sent separately) from an academic advisor or professor. The materials should be sent via regular or express mail to: Paula Skedsvold, Office of Behavioral and Social Sciences Research, National Institutes of Health, Building 31C, Room B1/C32, Bethesda, MD 20892.

Completed applications (cover sheet,

curriculum vitae, brief statement, and letter of recommendation) must be received by April 30, 2000. Completed applications will be reviewed, and selected recipients will be notified of a travel award by May 15, 2000.

Selection criteria will be based on applicants' research interests and experience, future career goals, rationale for attending, letter of recommendation, and time remaining until completion of the PhD or similar degree. An attempt will be made to ensure that disciplinary and demographic diversity is represented among the applicants selected. To the extent possible, competitive applications will be awarded most of the travel costs to attend the Conference. The amount of each travel stipend will depend on estimated costs of the applicant's travel, and the number of applications. Questions may be directed to: Paula Skedsvold at skedsvop@od.nih.gov. A copy of the conference program may be found on the OBSSR web site at: <http://www1.od.nih.gov/obssr/events/conference.html>. □



PUBLIC AFFAIRS UPDATE

✓ **Kaufman Named Acting OBSSR Director . . .** Effective April 1, Peter Kaufman officially assumed the helm as Acting Associate Director for Behavioral and Social Science Research and head of the Office of Behavioral and Social Sciences Research (OBSSR) at the National Institutes of Health (NIH). Named to this post on February 25th by NIH Acting Director Ruth Kirchstein, Kaufman was visibly involved in meeting with staff and others much of March. Kaufman has been at NIH since 1983, most recently as Group Leader of the Behavioral Medicine Group in the National Heart, Lung and Blood Institute's (NHLBI) Division of Epidemiology and Clinical Applications. Meanwhile, with a March 1 closing date, the search for a Director for OBSSR is well underway.

✓ **And at NSF, Breckler Acts . . .** Steve Breckler, Program Director for Social Psychology at the National Science Foundation (NSF), was appointed Acting Director of the Division of Behavioral and Cognitive Sciences after Hilleary Everist's departure from NSF in early March. A search for this position is also underway.

✓ **Meanwhile 2001 Budget Request for Science Looks Good . . .** The administration sent to the hill a pro-science budget for 2001. The two agencies key for federal support of the social and behavioral sciences (NSF and NIH) are slated for a boost. The proposed increase for NSF is \$675 million or 17.3 percent; for NIH (which gets much more added by Congress), it is \$1 billion or 5.6 percent. Importantly, at NSF, almost one-half of the increase would go to enhance support for core programs rather than for new Foundation-wide initiatives. The request for the NSF Directorate for Social, Behavioral, and Economic Sciences (SBE) is a solid 19.8 percent increase—to \$175.14 million. Its impact at the program level and for sociology remains to be seen, but the overall "asking" figure is the largest requested in NSF's history. While the percent increase at NIH is much smaller, it is expected that money will be provided by Congress to keep NIH on the budget doubling track.

✓ **Speaking of Doubling . . .** Speaking to the NSF Science Board right after he started the job, Norman Bradburn, new Assistant Director for the Social, Behavioral, and Economic Sciences, signaled a goal of budget doubling for SBE in three years. With prospects of a major new initiative for 2003 in SBE, Bradburn indicated he would create a "special strategic planning team" to take the lead and coordinate with the SBE Advisory Committee, other NSF directorates, and the relevant scientific communities.

✓ **SBE Issues Call for Second Infrastructure Competition . . .** As part of SBE's continuing effort to invest in the infrastructure of the social and behavioral sciences, a second competition is being launched this year with an August 4 deadline and fiscal year 2001 funding. Large-scale infrastructure projects are encouraged that can widely support addressing new and challenging questions across the social and behavioral sciences. Infrastructure projects include data collection and data base construction, web-based data archiving, web-based collaboratories, and center programs. The full announcement is available at <http://www.nsf.gov/pubs/2000/nsf0079/nsf0079.htm>. Direct inquiries to Paul Chapin, Senior Program Director for Scientific Initiatives, pchapin@nsf.gov or (703) 306-1760.

✓ **NSF Seeks Proposals on the Information Technology Workforce—Focus on Women and Minorities . . .** With a June 22 deadline, a new Information Technology Workforce (ITW) competition is being held by NSF to support a broad set of studies focusing on the under-representation of women and minorities in the IT workforce. Three broad themes (environment and culture, the educational continuum, the workplace) signal the scope of research being sought. Projects can vary in size, with funding up to three years; multi-disciplinary collaboration is encouraged. The full announcement is available at <http://www.nsf.gov/pubs/2000/nsf0077/nsf0077.htm>; also direct inquiries to ITW-prog@nsf.gov.

Toward Higher Levels of Analysis Progress and Promise in Research on Social and Cultural Dimensions of Health

Sponsored by the
Office of Behavioral and Social Sciences Research
National Institutes of Health (NIH)

June 27-28, 2000
Natcher Conference Center
Bethesda, Maryland

The Conference will highlight the contributions of social and cultural factors to health and illness in order to achieve a better understanding of the interdependence of social, behavioral, and biological levels of analysis in health research.

The Conference will address:

- Sociocultural constructs such as race, ethnicity, SES, and gender
- Sociocultural linkages between demographic factors and health
- Social/cultural factors in prevention, treatment, and health services
- Interpersonal, neighborhood, and community influences on health
- Health justice and ethical issues
- Global perspectives on health

Conference Co-Chairs

Christine Bachrach, National Institute of Child Health and Human Development
David Takeuchi, Indiana University-Bloomington

For additional information, contact Patricia Evans, TASCON, Inc., (301) 315-9000, x315; fax (301) 738-9786; e-mail obssr@tascon.com.

The Sloan Center: Unparalleled Research on Working Families

by Roberta Spalter-Roth, Director, ASA Research Program

On March 3-4, approximately 400 participants from the U.S., the U.K., Sweden, Norway, the Netherlands, Canada, Australia, Japan, Russia, Turkey, and Taiwan gathered in San Francisco for a conference titled *Work and Family: Expanding the Horizons*, co-sponsored by the Center for Working Families at the University of California, Berkeley, the Alfred P. Sloan Foundation, and the Business and Professional Women's Foundation. The multi-disciplinary conference highlighted the exponential growth of research that captures and explains transformations in the political economy of families and workplaces

around the globe. According to Barrie Thorne, co-director of the Berkeley Center, the growth of the field as well as the theme of the conference epitomized the movement of feminists into the academy and the increase of mothers in the paid labor force.

The conference included more than 50 sessions that covered a wide range of paper topics from "Fatherhood in the Shadows of Work" to "Gendering Globalization: International Care Workers." Many papers explored structural shapings and constraints on time use, including time crunches, time binds, flextime, part-time, caring time, leisure time, and family time. According to Arlie Hochschild, the Center's other co-director and plenary session speaker, the

plenaries were designed to broaden conventionally defined work-family issues and to understand them within the context of global, race-ethnic, and class frameworks. Other plenary session speakers included sociologists William J. Wilson, Bonnie Thornton Dill, Marcia Millman, Donald Hernandez, and Pierrette Hondagneu-Sotelo.

The conference themes were especially reflective of the cutting-edge work being done at the Berkeley Center, one of five centers currently funded by the Dual-Career, Middle-class Families Program at the Alfred P. Sloan Foundation. Three of these centers are directed by sociologists. These include the Berkeley Center, co-directed by Thorne and Hochschild, the Alfred P. Sloan Center on Parents, Children, and Work at the University of Chicago, co-directed by Linda Waite and Barbara Schneider, and the Employment and Family Careers Institute at Cornell University, directed by Phyllis Moen. The remaining two centers are directed by anthropologists. Tom Fricke is director of the Center for the Ethnography of Everyday Life at the University of Michigan. Sociologist Sandra Hofferth is a faculty member at the Michigan Center. The Emory Center for Myth and Ritual in American Life, headed by anthropologist Bradd Shore, is the newest Sloan Center.

The centers are the vision of Kathleen E. Christensen, director of the Family-Work Research Program at the Sloan Foundation and the author of several books on the transformation of employment relations in the U.S. In Christensen's view the purpose of these centers is three-fold—first, to make the study of dual-earner, middle class families (broadly defined) a part of normal, as well as cutting edge, social science research. Second is to train the next generation of scholars. Third is to use the understandings of middle class life, gained from research, to help to create alternative workplace structures, reduce hours of household labor, and encourage ameliorative public policy. The result of Christensen's vision is an unparalleled concentration of research on working families. In choosing the sites for the Sloan Centers, Christensen was particularly taken with the relevance and rigor of the approaches to work-family issues by the sociologists now heading the Sloan Centers.

Each of the four Sloan centers or institutes with sociologists as directors or faculty has a different focus or emphasizes different methodologies.

- The Berkeley Center, established in 1998, emphasizes working families and "cultures of care." Studying the decline in public services and the out-sourcing of this work to women in families, the Center addresses research questions such as the impact of progressive policies on family well-being; the relationship between a family's personal culture of care and broader institutionally-based cultures of care; and how cultures of care vary by social class and ethnicity. The Berkeley Center specializes in qualitative and comparative research. For example, researchers use in-depth interviewing that captures voices not normally heard in work/family policy debates, as well as other research techniques
- The Chicago Center, established in 1998, under the auspices of the National Opinion Research Corporation (NORC), emphasizes how institutional and cultural influences affect parents, children, and family life. Specifically, the Center investigates how working families make investments in time and resources, how these investments are shaped by social and economic contexts, the effects these investments have on the

quality of relationships in the household, and the resulting socialization of "tots" and adolescents. The Chicago Center analyzes existing databases but has also conducted interviews with a sample of several hundred working families.

- The Cornell Institute, established in 1996-97, emphasizes the changes that occur at the intersections of work and family, throughout the life course. The research agenda focuses on the time, timing, and interplay of family and work career events and their consequences; the personal meaning of work and family, including experiences of stress and overload; and strategies of decision making and adaptation of family relationships to employment arrangements and family economies. To address these issues, the Institute has conducted focus groups, in-depth interviews from employees at seven major organizations, and telephone interviews with a sample of over 800 working couples.
- The Michigan Center, established in 1998, emphasizes how well-documented changes in middle-class work and family life are reflective of shifts in the meanings of the cultural categories of work and family. The Center's research is devoted to exploring these cultural shifts. The Michigan Center is the first to be organized around the methodological approaches of cultural anthropology in order to understand the meanings of the changes that survey research has documented.

All four of these centers emphasize research, education, and outreach. All are multi-disciplinary including, in addition to sociology, faculty from industrial relations, public policy, psychology, anthropology, economics, ethnic studies, education, social welfare, and business. Although these centers are not themselves degree-granting, they are tied into degree-granting departments. All provide pre-doctoral and post-doctoral training grants and faculty mentoring in all phases of research projects. Thus far, the Berkeley Center has funded 11 pre-doctoral graduate students and seven post-docs, the Chicago Center has funded 11 pre-docs and seven post-docs, the Cornell Institute has funded 13 pre-docs and three post-docs, and the Michigan Center has funded 4 pre-docs and three post-docs. All of the centers have extensive dissemination programs and sponsor lecture series, working seminars, conferences, working papers, articles, and research briefs.

The activities of the Chicago and Cornell Centers were reflected in the polished, coordinated panels that they presented at the conference. The theme of the Cornell panel was *Couples in the Context of Work and Family*, and included papers that focused on family social capital, retirement transitions, work/family benefits, and religious participation, while the theme of the Chicago panel was *Parents, Children and Work* and included papers that focused on children's and teenagers' time use, daily stressors, and parenting from the office. Each panel featured the work of the center directors, pre-doctoral students, and post-doctoral students.

For those interested in obtaining training at these centers or obtaining their research materials, call for more information. The Berkeley Center can be reached at (510) 642-7737, the Chicago Center can be reached at (773)-256-6306, the Cornell Institute can be reached at (607)-254-4339, and the Michigan Center can be reached at (734)-763-1500. □

AAHE Hires Sociologist to Promote Diversity in Learning

by Edward Murguia, Director, ASA Minority Affairs Program



Carolyn M. Vasques-Scalera

The American Association for Higher Education (AAHE), one of the nation's premiere organizations dedicated to the enhancement of higher education, has hired a sociologist, Dr. Carolyn M. Vasques-Scalera, a recent PhD from the University of Michigan, Ann Arbor, as its Director of Diversity Initiatives. A major project on which she is working is entitled, "Promoting the Success of Students of Color in the Disciplines," funded by the Knight Foundation. The thesis of this project is that students persist differentially by race and ethnicity in the various disciplines. Given this fact, and given that most professorial activity at the college level is discipline-based, Dr. Vasques-Scalera is intent on discovering barriers to success, including in particular those "gateway courses" which limit the number of students who will go on in a given field. "What can be done," Vasques-Scalera is asking, "to increase the success rates of students of color in these courses?" Her project fits very well with the mission of AAHE, which is to "help all Americans achieve the deep, lifelong learning they need to grow as individuals, participate in the democratic process, and succeed in a global economy." "Through this project," AAHE President Peg Miller asserts, "we would like to enhance disciplinary ownership, even activism, on behalf of removing barriers to such choices and opportunities for all students." This last statement should give all sociologists pause. What barriers do exist in sociology, be they "gateway courses," or "gateway methods of teaching," or "gateway professors" that limit the number of students, particularly students of color, from successfully majoring and graduating in sociology?

Dr. Vasques-Scalera herself has an interesting background. Her parents were working class immigrants from Portugal (the Azores) who immigrated to the United States in the 1960s. Volcanic activity on the islands was an immigration "push" factor. Her parents migrated to New Bedford and later to Lawrence, Massachusetts (about 35 miles north of Boston) where there already was a relatively large Portuguese community.

Although first a biology major as an undergraduate at Fairfield University (Connecticut), Dr. Vasques-Scalera transferred to sociology, in part because it gave her a language and a framework to understand her own experience. She received her doctoral degree from the University of Michigan in 1999, with her dissertation addressing the role of higher education in preparing students to be multicultural citizens.

The product of Dr. Vasques-Scalera's work on "Promoting the Success of Students of Color in the Disciplines" will be a series of publications, discipline-based, describing "best practices" of teacher/scholars in the given disciplines. Once these books are published, they will enable isolated individuals at their respective institutions to avoid to "reinventing the wheel" in terms of effectively teaching their subject.

By the end of the two-year grant, AAHE plans to have produced two volumes in two different disciplines that identify the best teaching and learning strategies to promote success of students of color in those disciplines. Vasques-Scalera has been working with ASA to develop a volume in Sociology that would focus on best practices to promote student of color success in the gateway courses such as introduction to sociology, methods, and statistics, common to most majors. The next issue of *Footnotes* will have more details. For more information on the project or on contributing to the Sociology volume, contact Dr. Vasques-Scalera directly at AAHE (cvasques@aahe.org).

Given that current practices in higher education need improvement (some would say major improvement), AAHE is one of the foremost associations fostering positive change in higher education. AAHE has an individual-based (as opposed to an institutional based) membership, which currently stands at 9,300 faculty, administrators, and students from all sectors and disciplines. Its flagship annual meeting, "AAHE's National Conference on Higher Education" is held in March and draws over 1,800 attendees. This year's conference has as its theme "Diversity and Learning," and Carla Howery, ASA's Director of Academic and Professional Affairs, will present a workshop on the Minority Opportunities Through School Transformation (MOST) Program. For information about AAHE's publications and other activities as well as information on becoming an AAHE member, visit AAHE's website at www.aahe.org. □

What Do We Mean by "Assessment"?

by Charles F. Holm
San Diego State University

The word assessment conjures up different things for different people. In the widest sense of the term, academic assessment covers everything from how an academic institution is viewed by the surrounding community, how it is viewed by peer institutions, how it impacts the local community's economy, the extent to which alumni are connected to the institution, how competent and efficient the administration is, and the extent to which student learning goals are being met.

It is the last item that most of us think of when we hear the word. More and more academic departments are being asked to define their learning objectives and to measure the extent to which these objectives are being met. An increasing number of states are tying funding of academic institutions to academic performance. Presidents and Provosts are asking Deans, and Deans are asking Chairs to establish assessment programs that measure the amount of learning that is occurring.

Also, an increasing number of regional accrediting organizations are demanding assessment of student learning outcomes as part of the self-study. Indeed, a number of Research I institutions in the country have come very close to losing their accreditation because they failed to take the assessment of student learning seriously.

The Fear of Assessment

Not surprising, many academics, including sociologists, are quite suspicious of the call for assessment. It is seen as yet another example of bureaucratic and administrative interference with department business. Also, assessment is seen as a way for academic administrators to gather data that can be used to downsize or eliminate departments.

I would not for a moment, suggest that assessment data cannot be used in negative and harmful ways. Indeed, faculty must be unified in defending the proper use of assessment.

My involvement in assessment began three years ago when I was appointed Associate Dean of the Division of Undergraduate Studies at San Diego State University (SDSU). One of my responsibilities is to chair the University Committee on Assessment at SDSU and to facilitate the growth of assessment programs throughout the university. I must admit that, initially, this part of my new job was my least favorite. After all, most faculty do not embrace assessment of student learning. Also, since I am a member of the infamous "Sociology Seven" (seven of the 140 tenured professors at SDSU who, in 1992, were summarily given letters of dismissal by the then President), I have a very healthy skepticism of all things administrative and bureaucratic.

Positive Aspects of Assessment

The above being said, there are however, some reasons why assessment

of student learning outcomes should be conducted by academic departments. Firstly, serious assessment means that a department must develop learning goals and objectives. This exercise is beneficial in that it forces departments to delineate, in specific ways, what their students should know, be able to do, and to value. One of the most beneficial aspects of this exercise is the exchange of ideas among faculty who are involved in this process. In the case of my own department, this aspect of the assessment process has been the most rewarding and stimulating to me personally.

Secondly, once learning goals are identified, the department must decide how to measure the extent to which the learning goals are met. This stage of the assessment process can also result in a stimulating exchange of ideas about the discipline among the faculty involved.

The last stage of the assessment process involves making the necessary changes to bring the department in line with its original student learning goals and objectives. A certain degree of satisfaction can result from a tightening or redirection of the department's curriculum.

It is also beneficial for sociologists from different departments to meet and discuss these issues. In May of 1999, I organized an assessment workshop for the sociology departments in the California State University System. Twenty colleagues came to SDSU and

See Assessment, page 7

Teaching Enhancement Fund Supports New Projects

by Carla B. Howery, Director, ASA Academic and Professional Affairs Program

The American Sociological Association made four awards to advance teaching from the Teaching Enhancement Fund. The Fund supports innovative projects on teaching sociology, which can be transportable to other settings. The projects are as follows:

- **Elizabeth Esterchild** (University of North Texas) will develop a student manual of exercises and activities for courses that emphasize structural social inequality. The activities will illustrate core concepts and summarize research findings, as well as alert students to other resources. The exercises will introduce beginning sociology students to structural inequality by race, class, and gender, and help them see a less psychological explanation for society. The manual will be flexible enough to accommodate small group work or individual assignments in a range of institutional sizes and types. This resource will be made available in print and electronic formats to interested faculty.
- **Jonathan Marx** (Winthrop University) proposes working with secondary school teachers to help them access data sets and analysis instruments presently available through FERRET, the Federal Electronic Research and Review Extraction Tool. FERRET, developed and supported by the Bureau of the Census and The Bureau of Labor Statistics, allows users to extract a small number of variables and create cross-tabs and frequencies. By training teachers in the use of social science materials, Marx hopes that the excitement of data analysis and discovery will begin in high school.
- **Jeffrey Chin** (Lemoyne College), past editor of *Teaching Sociology* (TS) and Carnegie Scholar in Teaching, continues his meta-analysis of the scholarship of teaching sociology, looking at the articles in TS. He will use the funding to interview past editors of the journal about their perceptions of the cumulative nature of the scholarship of teaching.
- **Helen Moore** (University of Nebraska-Lincoln), current editor of *Teaching Sociology*, seeks to expand the journal's content by tapping into the rich heritage of Historically Black Colleges and Universities (HBCUs). She will support the participation of several sociologists from HBCUs to attend the ASA and Association of Black Sociologists' Annual Meetings and encourage them to publish in TS. After these meetings in August 2000, Moore plans to work with authors and mentors to develop presentations and papers.

The next deadline for applications is February 1, 2001. For guidelines on submitting a proposal, contact the ASA's Academic and Professional Affairs Program (apap@asanet.org) or the homepage.

The Teaching Enhancement Fund is supported by contributions. Watch for details about a fundraising event at the 2000 Annual Meeting. □

Community Action Research Grants Announced

The ASA Spivack Program in Applied Social Research and Social Policy has announced the 2000 awards for the Community Action Research Initiative. The fellowships are designed to stimulate and support sociologists bringing social science knowledge, methods, and expertise to bear in addressing community-identified issues and concerns. Each applicant described a proposed project for a community group, the group's need and support, and the intended outcomes. The Spivack Program provides up to \$2500 for each project to cover direct costs associated with doing community action research. The seven proposals selected are:

- **Pierrette Hondagneu-Sotelo**, University of Southern California (USC), *Immigrant Workers' Rights Advocacy*, will work with the Coalition for Humane Immigrant Rights in Los Angeles (CHIRLA) on their Workers' Rights Project. She will canvass various religious organizations that serve immigrants to facilitate the formation of a network of service providers and advocates. One possible outcome would be for CHIRLA to serve as an umbrella organization for many of these non-profit groups. A second piece of this project involves placement of USC students in these organizations in service-learning projects.
- **John Krinsky**, Columbia University, *Municipal Workplaces for Community Organizations, Unions, and Public Policymakers*, will work with Community Voices Heard (CVH), a grassroots welfare rights organization and with District Council 37 of the American Federation of State, Municipal and County Employees (AFSMCE).

Krinsky intends to bring together information about workfare workers and municipal workers in order to provide a better picture of municipal workplaces for community organizations, unions, and public policymakers. He will help CVH analyze data about the role of workfare workers in municipal worksites and then interview municipal workers in those sites.

- **Harry Mika**, Central Michigan University, *Program Evaluation of the Greater Shankill Alternatives Programme*, will bring his longstanding interest in conflict mediation to Northern Ireland. At their invitation, Mika will train Programme staff on how to conduct an evaluation of their services and how to engage in strategic planning. The Greater Shankill Alternatives Programme provides an alternative to the use of punishment violence against serious and chronic offending youth by paramilitary organizations. The youth may provide community service, make reparations to victims, and gain skills to find more stable employment.
- **Brian Rich**, Transylvania University, *Lexington Hispanic Association, Inc. (LHA)*, will use focus groups to hear the social service needs of Hispanic residents in Lexington, KY, and will identify and map the residential locations of a small number of Hispanic clusters throughout the Lexington metro area. This information should aid LHA and other non-profit groups in their service delivery and planning.
- **Judy Taylor**, University of California-Santa Barbara, *Project 10 Survey*, will survey and interview gay and lesbian teenagers to assess their needs and

evaluate the high school "climate" for these students. Project 10 is a support program for gay, lesbian, bisexual, and questioning students in the Los Angeles Unified School District. Taylor has done her dissertation research on and with Project 10 and will extend this work to provide the Project with important needs assessment data.

- **Mary Tuominen**, Denison University, *Assessment of Seattle Family Childcare Providers*, will work with the Seattle Worthy Wages Task Force, an organization of childcare workers seeking to better their wages and working conditions. She will interview childcare workers and prepare a report that can be used in community education and legislative advocacy regarding family childcare providers.
- **Ana Maria Wahl**, University of Nebraska-Lincoln, *Asset-Based Needs Assessment: The Strengthening Neighborhoods Partnerships*, will undertake an "asset-based" needs assessment of several distressed neighborhoods. The "asset-based" approach documents the strengths of a community as well as its needs. Wahl and students in the "Doing Sociology" course will conduct door-to-door interviews, focus groups, interviews with key informants, and undertake participant observation. A final report will be presented to Strengthening Neighborhoods Partnerships for their use in building on the assets and removing some of the barriers to stable housing, education, and employment.

The next deadline for applications is February 1, 2001. Additional information is available on the homepage. □

The Meaning of Departmental Rankings

The current update of the idea of ranking departments by frequency of journal publications (*Footnotes*, February 2000) is intriguing as it appears that with each successive "correction" i.e., from Table 1 to Table 2; from Table 2 to Table 3, the Iowa author reveals that his host institution climbs in stature—from a rank of 28 (Table 1); to 6 (Table 2); to 1 (Table 3). Is this simply an example of departmental self-aggrandizement? I doubt it, because the same data shed light on a more interesting question: *Can one's department really make the "Top 10" (in journal article production) by hiring the reserve army?* That is, do large percentages of part-time faculty "free up" the full time staff (as lore would have it) for the serious work of scholarship (as measured by academic article production)? Table 1, below, is a list of Top Ranked Departments drawn from the article and the numbers of part-time faculty (derived from Table 3 minus Table 2) expressed as a percentage of full time faculty (taken from Table 2):

Table 1: Part-Time Faculty as a Percentage of Full-Timers, By Table 3 Productivity Rank for the Top Ranked Departments (Source: Page 10)

Department	Part-time Faculty as a Percentage of Full Timers (Rounded)	Table 3 Rank
Stanford	121%	7
Arizona	73%	10
North Carolina	68%	3
Chicago	68%	6
Michigan	61%	10
Princeton	53%	8
Indiana	36%	9
Ohio State	30%	3
Vanderbilt	25%	5
Iowa	6%	1
SUNY-Albany	0%	2

Discussion

By examining the "super producers"—the top ranking departments from among the 40 that made the first cut—one necessarily excludes the handfuls of hundreds of others that did not qualify. Stanford is clearly an outlier: with more part-time than full-time faculty, one might expect that the full-timers there are indeed being freed to write up a storm. They ranked 7th, however, suggesting that perhaps they are more interested in writing books (a concern not addressable by the data). However, those departments with the largest numbers of part-timers (expressed as a percentage of full-timers) did not make the "top ten." Namely, Johns Hopkins (211%; rank: 29), UC-Irvine (156%; rank: 29), Emory (143%; rank: 20) and Minnesota (124%; rank: 38). It appears that as the reserve army of part-timers shrinks, there is a greater likelihood of a department being in the "Top 5," with Ohio State (3), Vanderbilt (5), Iowa (1) and SUNY-Albany (2) being especially notable. These departments are extremely productive (or were in 1997); yet, they do not load up on part-timers. There may be a strong lesson here that would be revealed by a full exploration of the entire data set. I suspect that one would find that the number of part-time sociologists is quite disproportionate to the number of claims made attesting to their justification for purposes of "academic productivity"—at least where major journal article production is concerned.



Public Forum



A complete elaboration, i.e., all departments at all levels of output, might also reveal that many hire large numbers of part-timers and yet produce, proportionately, very little that is published in the major (or any other) journals—a reality that is increasingly likely as one moves down the prestige hierarchy and into the universe of departments that lack advanced degree programs. This is currently being met, however, with an ironic form of disciplinary denial where (if one regularly scans the *Employment Bulletin*) one notes an increase in teaching emphasis on "undergraduate research" (curious, because most undergraduate faculties cannot find the time to do their own research), an increase in bureaucratic ritualism regarding the application process, a look to "distance learning" (a techno-administrative scheme of questionable pedagogical value) to increase the volume of tuition and fees from sources previously untapped, and a new twist to an old outrage: teaching huge, i.e., 500 student, introductory classes—and being quite proud of that fact (as measured by a recent advertisement for such a position). I applaud Professor Markovsky for bringing this data to light. I think that the department at SUNY-Albany should get some kind of award for professional integrity.

Robert J. Stevenson, Elkins, WV

Rethinking Departmental Productivity

I was very sorry to see the article in *Footnotes* (February 2000) ranking sociology departments by measuring faculty publications in only three journals—the *American Sociological Review*, the *American Journal of Sociology* and *Social Forces*. As the former Dean of the College of Arts and Science and Vice Provost at the University of Delaware, I have directly observed the dangers of such narrow measures of academic program quality. Administrators in most universities are now eagerly hunting for quantitative measures of "faculty productivity" and are increasingly asking departments to measure themselves against presumed "comparator institutions" for the sole purpose of budget reallocation and program reduction. Such a prominent publication of departmental rankings based on a narrow measure of program strength has the potential to put a large number of sociology departments in jeopardy. I only hope that few senior administrators ever see this article.

Particularly troubling is the narrow measure of department productivity on which this ranking rests, even if we wanted to quantify faculty productivity. I cannot imagine a more narrow measure than number of publications in only three journals. What about departments where faculty publish books? What about departments whose faculty publish widely in equally strong academic journals, such as *Gender & Society*, *Social Problems*, *Social Science Quarterly*, *Administrative Science Quarterly*, *Social Psychology Quarterly*, just to name a very few? What about faculty who do pathbreaking work published in major interdisciplinary journals? Even if we did wish to quantify faculty productivity—a questionable practice because it

does not account for the large measure of judgment that such a concept requires—why not count external research funding, major awards, placement of graduates, success in recruiting and retaining faculty of color and women? Particularly given the ongoing discussion about exclusionary practices in some sociological journals, a measure of "faculty productivity" that rests exclusively on articles published in a few journals is especially harmful.

Such measures also privilege research over teaching, at a time when most institutions, including research institutions, are encouraging greater balance in teaching and research. Should not program quality include such things as the climate for undergraduate and graduate students in the departments; how well departments recruit, support and maintain students of color and faculty of color; the climate for women students and faculty (including the service load women faculty carry); and the accessibility of faculty to students? What role does a strong record of professional service and leadership have in measuring faculty productivity and program quality?

This is not to suggest that the departments ranked are not of high quality—only that such articles, based on an extremely narrow view of faculty work, play a "gatekeeping" function and socially construct the elitism that is used to devalue the work and contributions of those outside more privileged spaces. As sociologists, we should be more circumspect in participating in such gatekeeping, realizing that many of our colleagues—faculty of color, women faculty, and large numbers of white men, i.e., those located in departments now judged to be not as worthy as these select few—may find themselves in jeopardy. Moreover, what does this ranking communicate about the value of different kinds of work to junior faculty in these select few departments? Time and time again I have heard junior colleagues in elite institutions say they are actively discouraged from participating in various intellectual activities that they see as enriching and supportive of their work when these activities do not fit into the more narrow construction of "quality work" that their departments reward. I hope that as professional sociologists who understand the problems of narrowly construed measures and who understand how systems of power and privilege exclude and devalue people will be cautious about the production and dissemination of such rankings in the future.

Margaret L. Andersen, University of Delaware

Ménage à Trois: ASA, ASR, and Politics

Among sociologists, there had always been a ménage à trois between conservatives, methodologically quantitative oriented and supporters of sociology as a hard science. Of course, the obverse was also true: Another ménage à trois between liberal, methodologically qualitative oriented and supporters of sociology as a soft science. (It was a case of partial correlations, since other combinations were possible) But they all stayed in the same boat. Were they

strange bedfellows? No, on the contrary. Maybe I should have said that they stayed in the same bed. A ménage à six? Why not? They did not disqualify each other as sociologists. A happy promiscuity, for Max Weber's sake. A change, now, when our discipline is academically questioned? (I wholeheartedly—and "wholemindedly"—second Professor Herbert Gans' fairness; *Footnotes*, November 1999, page 6. When the going gets tough, the toughs get going, so it's better to be inclusive than exclusive.)

Down here in Buenos Aires, Argentina, my feeling is that we need you all. It's not clear who is right and who is wrong. At least, for the time being. Perhaps it is still too early. So, please, be peaceful. My dear colleagues, as they used to say when I was a student of sociology, at UC-Berkeley, in 1968: "Love and let love."

Marcelo Aftalion, University of Buenos Aires

University4Sale-dot-com: The Educational Cost of Free Notes on the Internet

The internet is arguably the most remarkable development in a recent wave of communications technologies. Websites have also been set up on academic matters, such as sites with rankings of graduate programs and so-called "virtual colleges" that offer online classes. No doubt, some of these developments are beneficial, others problematic. With that in mind, my comments here pertain to one specific phenomenon on the internet which, I feel, poses a serious threat to our profession, especially in our mission as educators. I refer to private companies that post unauthorized lecture notes of courses taught at colleges and universities on the internet.

Online notes companies are a relatively recent but rapidly expanding phenomenon. Since they first emerged in the Fall of 1999, at least 13 such companies currently exist. The companies are privately owned and typically distribute notes for free, acquiring revenue from website advertising. At least one company charges a fee for its notes. Companies advertise aggressively, particularly in the college press, touting attractive salaries (up to \$400 per semester) and job titles ("Class Research Coordinator," "Campus Operations Manager"). In recent months, notes companies have managed to attract millions of dollars in financing. For instance, Versity.com has received \$11.2 million from multiple investors, while StudentU.com operates on some \$6 million. Also, several notes companies have recently been expanding and diversifying by acquiring other college-related enterprises, such as book-selling sites, college news sites, and much more. StudentU.com, for example, bought out "28th Street," the publisher of a college magazine.

Website companies posting lecture notes raise concerns in terms of their anticipated effects and the problems they create in principle. Among the negative effects could be a decline in class attendance. The companies carefully mention that the notes are not to be used as a substitute for attending class, but the disclaimer is, of course, no guarantee that it will not happen. More generally, the availability of online notes

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Congressional Fellow Update

Working in a Senate Office as a Congressional Fellow

by George Dowdall, ASA Congressional Fellow



George Dowdall

I have now been working for several months in the office of Senator Joseph R. Biden, Jr. (D-DE). I function in part as a legislative assistant, though with the luxury of mostly working on subjects about which I have done extensive research and also of being able to slip into the role of learner very easily.

Most of my interactions with the Senator have been in staff meetings or more commonly through memos or brief discussions in his office. Most of my time has gone into working on the Biden (anti) binge drinking initiative. In 1998, Senator Biden sponsored a resolution as part of the reauthorization of the Higher Education Act. Passed by both the House and the Senate and signed into law by the President, the Resolution was arguably the capstone to the many reactions to binge drinking on college campuses in the 1990s.

The Resolution called for colleges and universities to:

- Appoint a task force to establish a policy on reducing alcohol and other drug-related problems
- Provide students with an opportunity

to live in an alcohol-free environment

- Enforce a zero-tolerance policy on the consumption of alcohol by minors
- Eliminate alcohol beverage-related sponsorship of on-campus events
- Enforce vigorously a college's disciplinary codes against those who violate campus alcohol policy.

(For its text and much more about the Senator's positions on major issues, see <http://www.senate.gov/~biden>)

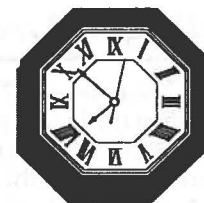
I have worked on several projects related to binge drinking, as I noted in my last essay. A few recent examples will suggest the range. The Senator accepted an invitation to offer remarks to a nation videoconference sponsored by the University of South Carolina. Along with Marcia Lee, his substance abuse expert, I drafted talking points and then briefed him on his way to the Senate television studios for the taping. I also helped arrange several speaking opportunities, including the Senator's appearance before the leaders of national higher education organizations.

I worked with his press officers in shaping an op-ed piece and a press release that would follow the publication in mid-March 2000 of the new Harvard data on binge drinking. As a result, the Reuters news wire story about the Harvard findings ended with quotes from Senator Biden. I have spent the past several hours rewriting drafts of letters to the editor, and then working on my own op-ed piece about the Harvard

data. In the next several weeks I will work on a report on binge drinking that will be issued by the Senator's office later this spring, and I will work on several legislative responses as well.

My interest in AIDS services had originally led me to apply for the ASA Congressional Fellowship. I was very pleased to be asked to monitor the progress of the reauthorization of the Ryan White CARE Act. Along with Senator Biden's health legislative aide, Allan Glass, M.D., I met with leaders from several AIDS care organizations visiting the Hill to lobby for passage. I watched the Senate reauthorization hearing, led by Senator Jeffords (R-VT), chair of the Health, Education, Labor and Pensions Committee. After reading the transcript, I then began preparing a several page memo urging that the Senator be an original cosponsor of the bill.

I have now served a bit less than half of my fellowship. I have learned a great deal about how the Senate operates as an institution, and hopefully been of help to Senator Biden and his staff. I have been working the long days typical of Senate staff and also trying to keep up with my department and with research projects back home in Philadelphia. This has left a bit less time for exploring Washington, and I have had the feeling of spending all my time literally on Capitol Hill, a fascinating place in its own right. But that's another story, for another place. □



June 15 Deadline

Time to Nominate Colleagues for ASA Awards

ASA members and interested persons are encouraged to submit nominations for the 2001 ASA Awards. The deadline for all award nominations is June 15, 2000. The award selection committees will make their decisions in August 2000 and the awards will be given in August 2001 at the ASA Annual Meeting in Anaheim, CA.

Jessie Bernard Award

DuBois-Johnson-Frazier Award

Award for Public Understanding of

Sociology

Distinguished Career Award for the

Practice of Sociology

Distinguished Contributions to Teaching

Award

Distinguished Scholarly Publication Award

Career of Distinguished Scholarship Award

For a description of the award criteria and to whom materials should be submitted, see page 4 of the February 2000 issue of *Footnotes*, or consult the ASA homepage (www.asanet.org).

Note that the deadline for the 2001 Dissertation Award (for dissertations defended in 2000) is not listed above. The deadline for that award is February 15, 2001. □

Public Forum, from page 6

could mean that students will develop a short-sighted and narrow perspective of education as getting notes to pass exams and make the grade.

However, irrespective of their potential impact, online notes companies pose many problems in principle. The most serious drawback is the loss of autonomy and responsibility in our position as educators. The notes are posted with explicit reference to college and university courses, identified by title, section, and/or instructor. But instructors are not asked for permission and the service is not cancelled upon the instructor's request. This is entirely antithetical to our educational mission. In our teaching we not only need not, but also should not accept any authority but our own judgment and the advice of our peers and feedback from our students.

Some teachers have stated that online notes may be beneficial to our teaching. This reaction is even more astonishing than the companies' pretensions, because teachers approving online notes implicitly relinquish their educational duties. If notes on the internet are a good idea, instructors should organize the service themselves. Many teachers (myself included) already use the internet for their teaching in many ways which, importantly, we ourselves determined. Not speaking out against online notes implies a loss of responsibility in that students may—right or wrong—accept our silence to be an implicit approval. The aggressive manner in which the companies present themselves might indeed make students think that the service is approved by instructors and their institutions.

Furthermore, on the part of the companies there is an absence of quality standards and accountability. There are no procedures governing who provides online notes, which is probably best demonstrated by Versity.com, the Michigan-based company which has been set up by four college drop-outs. Company employees are not trained in educational matters and there is no authority of supervision. There is nothing equivalent to the degrees qualified teachers acquired from accredited institutes and our various efforts to maintain our expertise. Neither is there an equivalent to the institutional rules that guide our educational duties. Instead of the safeguards to protect the standards of our profession, online notes companies benefit from a parasitic freedom of opportunity on the internet. Relatedly, online notes companies lack accountability in providing educational materials. The company websites specify a disclaimer that the notes are a student's interpretation, that no guarantees are made on their quality, and that the company cannot be held liable for mistakes. Such disclaimers on the quality of a service presented as educational are in complete contradiction with a responsible understanding of education. Students cannot only ask their teachers questions, as educators we actively stimulate student participation.

At the heart of this problem, I believe, is a free-marketization of our educational system. The problem is not the internet and not free enterprise, but a profit-oriented and technologically-

based invasion of market principles in an area of society governed by fundamentally different standards. Education is not a business oriented at maximizing profit but a commitment aimed at shaping informed citizens. As teachers we do not deal in commodity and we do not sell our courses on the basis of supply-and-demand criteria. What is appropriate for soft drinks is not alright for our lectures.

Fortunately, over the past months several universities have reacted against the menace of notes companies and have developed and implemented appropriate policies (based on intellectual property rights or academic honesty regulations). Representatives of UCLA, UC-Berkeley, Harvard, Yale, Princeton and other universities have been successful in having notes for their institutions removed by sending cease-and-desist letters to the notes companies. Still, with a phenomenon as novel as the commercial distribution of online notes, many university administrators, teachers and students are still unaware of ongoing developments. I invite sociologists and other scholars to join in on the discussion. In an effort to help in the educational response against notes companies, I have since September of last year been organizing a website campaign, "Free Education Now!," which provides detailed information about many aspects of commercial notes companies. The URL of the site is: <http://www.sla.purdue.edu/people/soc/mdeflem/education.htm>.

Mathieu Deflem, Purdue University,
DeflemM@sri.soc.purdue.edu □

Assessment from page 5

participated in a two-day workshop led by Bill Johnson from Arizona State. I think that most of us were pleasantly surprised at the amount of agreement there was on what our students should know, be able to do, and value. At the same time, we realized that each of our departments is unique and places differential emphasis on different parts of the discipline.

Sociology at the Forefront of Assessment?

In the academy today, sociologists, for the most part, are not taking leadership roles in assessment in their institutions. To me, this is unfortunate, given the theoretical and methodological tools (both quantitative and qualitative) that our discipline can bring to the table. Many of our colleagues in other disciplines could benefit from our expertise in sampling, questionnaire construction, scale design, statistical analysis, ethnography, focus groups, and other methodologies.

In short, assessment of student learning outcomes is becoming part of the academic landscape. Rather than fighting this, sociology departments should see the call for assessment as an opportunity to define and measure student learning and to help colleagues in other disciplines, by offering our research skills.

Charles F. Hohm (chohm@mail.sdsu.edu) is Professor of Sociology and Associate Dean of the Division of Undergraduate Studies at San Diego State University. He is revising the ASA monograph on Assessing Student Learning in Sociology. □

Washington, *from page 1*

historians call "hieratic scale," Columbus is higher than the Indian physically and more "civilized" in dress because white men are higher socially. Partly for that reason, Native Americans poured blood over the monument on the 500th anniversary of his reaching land in the Western Hemisphere, October 12, 1992.

Native Americans do get their due just two blocks south. Looking down from atop the dome of the United States Capitol is a bronze woman called the "Statue of Freedom." Tourists take her to be an American Indian because she wears a buffalo robe and her helmet is topped by an eagle's head and flowing plumage. Also, the colonies and later the new nation often used an Indian to represent liberty. Thus the statue exemplifies W. I. Thomas's dictum, "If men define situations as real, they are real in their consequences." Her features are too distant to see clearly, so if most Americans think her American Indian, then for practical purposes she is. In fact, her headdress is neither American Indian nor does it represent liberty. Jefferson Davis, Secretary of War during the Pierce administration, objected to the original design, a "liberty cap" worn by French revolutionaries. He worried that this might give slaves ideas of freedom and ordered a feathered helmet encircled by stars instead.

Twelve blocks east of the Capitol, another monument shows the subtle power of hieratic scale. In Lincoln Park (Eastern Market metro) stands the first statue of Abraham Lincoln put up after his death. It says:

Freedom's Memorial

In grateful memory of Abraham Lincoln, this monument was erected . . . with funds contributed solely by emancipated citizens of the U.S. declared free by his proclamation January 1, A.D. 1863.

Crouched at Lincoln's feet, his chains still on but broken, is a semi-naked African American. The monument shows the respect African Americans felt for Lincoln and also represents Lincoln's role as Great Emancipator. Inadvertently, the sculpture also shows the power of the cultural archetype of white supremacy. African Americans look up to European Americans on monuments in New York City, Indianapolis, and other sites. Native Americans do so even more widely, from Lake Champlain to San Francisco's Pioneer Monument.

On the other side of the park stands a sculpture of the famed educator Mary McLeod Bethune, bequeathing her "Last Will and Testament" to two black children. This document, whose words the monument supplies, seems innocuous enough: "I leave you love. I leave you hope. I leave you the challenge of developing confidence in one another. I leave you a thirst for education. . ." However, Congress delayed completion of the statue from 1963 to 1974 partly because its sponsor, the National Council of Negro Women, had become involved in the Civil Rights movement.

More recently, the landscape shows that the nation has moved beyond such a cautious view of the role of African Americans. In 1998 private and public funding resulted in the dedication of the African-American Civil War Memorial at the corner of Vermont Avenue and U Street NW (Shaw metro). Sociologists might want to contrast it with the



In the words of William G. Eliot, friend of the escaped slave who was the model, the African American "has grasped the chain as if in the act of breaking it, indicating the historical fact that the slaves took active part in their own deliverance."

Confederate monument dedicated in 1914 in Arlington National Cemetery (Arlington metro), said to be "the largest bronze monument ever cast." It includes representations of at least two African Americans: a black "mammy" figure who holds a white child up to a Confederate officer going off to war, and a man, probably a body servant, marching alongside Confederate troops. Neo-Confederate apologists have recently used this image, and the fact that ditch-diggers and body servants sometimes picked up arms in the heat of battle, as "evidence" for their claim that many blacks fought for the Confederacy, hence the Civil War could not have been about slavery. In reality, the Confederate government did not even allow African Americans in its armed forces until March 13, 1865, a few days before the liberation of Richmond.

Civil War statues also exemplify a problem in how our public history portrays women. Across the country, women rarely get statues, partly because they have rarely been governors or generals, partly because the landscape is biased against them. In almost every traffic circle in Washington stands a Union general on his horse. Some of these horses were mares, who performed exactly the same functions as their male counterparts. General Winfield Scott's favorite was a mare, which he rides today in Scott Circle (Dupont Circle metro), but Scott's grandchildren thought this wasn't manly, so they got the sculptor to add "stallion attributes."

Another D.C. monument makes a very different statement about gender. Overlooking the "Washington Channel" a few feet north of Fort McNair (Waterfront metro) stands a majestic figure with outstretched arms celebrating men's willingness to go down on the Titanic. Gertrude Vanderbilt Whitney, who created the Whitney Museum with her money and art collection, was the sculptor and probably paid for much of the memorial, which claims to have been erected by "the women of America." In their 1958 classic *Social Class and Mental Illness*, August Hollingshead and Frederick C. Redlich digressed to show the marked effect social class had on the survival of those aboard the Titanic. But they ignored the still larger impact of gender. Traditional

sex roles, here favoring women, caused the death rate among men to be much higher in all social classes than among women. Can we imagine a statue erected by the upper class to the middle and working classes, thanking them for dying on the Titanic? Valorizing male death remains a norm, as flagged by recurrent newspaper headlines lamenting the killing of "women and children" (but not men) in Kosovo, Rwanda, and other conflict areas.

In a sense, the new Women in Military Service Memorial at the entry to Arlington National Cemetery (Arlington metro) agrees with the Titanic memorial. Few of its panels of photographs show war, which is historically accurate since armed forces policies still shield women from combat. Instead, women are shown "volunteering on the homefront" and nursing well back of the front lines. Some speeches at its 1997 dedication, however, suggested that protecting "the weaker sex" from harm was an idea whose time has passed.

Perhaps Washington's least expected monument acknowledges the assassination of former Chilean Ambassador Orlando Letelier and his aide by a remote-controlled car bomb as the vehicle rounded Sheridan Circle (Dupont Circle metro). The bombing was linked to the Chilean secret police, whom Letelier had angered with his outspoken criticism of the Pinochet regime. The CIA still refuses to declassify hundreds of documents about the dual killing. But the CIA does not control the sidewalk a few blocks northwest of Dupont Circle, where this small monument remembers the event.

Washington's most protested monument in recent years is surely the seated figure of Albert Pike (Judiciary Square metro). Anton Chaitkin and James Bevel led repeated demonstrations during the 1980s and early 1990s, at least once getting arrested for climbing on the monument. Albert Pike was the Confederacy's emissary to the Indians in Indian Territory. He concluded treaties with the Cherokees, Comanches, Creeks, Osages, Seminoles, Senecas, Shawnees, and Wichitas, usually in such a way as to precipitate a civil war between the Confederate and Union factions within each tribe. As a military leader, his performance at Pea Ridge, the one battle in which he commanded troops, ended in near disgrace. After the war, according to histories of the Arkansas Ku Klux Klan written by insiders, Pike became a key leader of the Klan. His statue describes him as "Author Poet Scholar Soldier Philanthropist Philosopher Jurist Orator." More appropriate would be "Fomentor Coward Bigot." Pike's is the only outdoor statue of a Confederate general in the District of Columbia. It's hard to imagine a worse choice.

Washington's two most visited monuments are the Lincoln Memorial and nearby Vietnam Veterans' Memorial (Foggy Bottom metro). Maya Lin's famous wall, brought into being against opposition from such traditional forces of nationalism as the American Legion, succeeds in part because it does not tell the visitor what to think about the veterans. The memorial cannot be seen as a paean to their heroic victory however, it is a scar on the earth, not triumphant at all, which is correct, for the war was no triumph. Its granite walls can be interpreted to depict the

course of the conflict from its embryonic beginnings, growing and growing and then dwindling away. Although it does not praise the war, neither does it attack the veterans but stands in a sense as a tombstone for them, with their names written on its slabs. Viewers are not passive, as they are at most memorials. Not only are their statements in evidence, since every day offerings are left at the wall, but visitors also see themselves reflected in the polished granite and can ask "What did I do?" (or increasingly "What would I have done?") during the Vietnam War.

The Lincoln Memorial was built between 1914 and 1922, in the midst of what has been called the "nadir of American race relations," an unlikely time to remember the Great Emancipator. So segregated had the United States become that at its dedication, African Americans were restricted to a section across the road from the white audience. Art critic Royal Cortissoz wrote its inscription, which deliberately omitted slavery:

In this temple, as in the hearts of the people for whom he saved the Union, the memory of Abraham Lincoln is enshrined forever.

Cortissoz explained, "By saying nothing about slavery you avoid the rubbing of old sores." Cortissoz's interpretation of Abraham Lincoln is mirrored to this day in most high school textbooks in U. S. history, which emphasize Lincoln's role in saving the Union and minimize his interest in ending slavery or granting rights to African Americans.

Nevertheless, Henry Bacon, its architect, had carved on its walls the Gettysburg Address and Second Inaugural in their entirety, thus giving voice to Abraham Lincoln himself. The sculpture by Daniel Chester French also offers more than the triumphalism of its hieratic scale. Huge it is, if erect, the President would stand 28 feet tall. Lincoln is not standing, however, nor astride a horse, nor is his pose or facial expression victorious. French has not forced viewers to see Lincoln in any one way. As historian Merrill Peterson puts it, "what some see as triumph, other observers see as resignation; what some see as toughness, others see as tenderness."

The use Americans have made of the Lincoln Memorial has its own history, and this story too the memorial tells well. The National Park Service shows a video with overlapping layers of sound and montage that summarizes many of the portentous events that have occurred here, from Marian Anderson's 1939 concert to Martin Luther King's "I have a dream" speech to the arrest in 1971 of 87 members of Vietnam Veterans Against the War for putting a coffin in front of Lincoln's statue and trying to occupy the memorial. From fathers' rights to gay rights, abortion rights to Right to Life, groups when they meet in Washington send delegations to the memorial to identify with Lincoln. And why not? The Lincoln Memorial teaches that monuments to the past can speak to our lives in the present.

James Loewen is author of *Lies Across America: What our Historic Sites Get Wrong*, recently published by the New Press. He is adjunct professor of sociology at Catholic University of America in Washington, DC. □

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Official Reports and Proceedings

1999-2000 Council Minutes

Tuesday, August 10, 1999

President Joe Feagin convened the 1999-2000 Council for its first meeting at 12:40 p.m.

Present: Richard Alba, Catherine White Berheide, William T. Bielby, Florence B. Bonner, Diane Brown, Nancy Denton, Paul DiMaggio, Paula England, Joe R. Feagin, Michael Hout, Nan Lin, Carole C. Marks, Douglas S. Massey, Ross Matsueda, Alejandro Portes, Patricia Roos, Ann Swidler, Robert Wuthnow.

Staff: Felice J. Levine, Carla B. Howerly, Phoebe H. Stevenson, Edward Murguia, Roberta Spalter-Roth, Svetlana Durkovic.

Absent: Melvin Oliver, Ann Swidler (August 11).

1. Approval of the Agenda

The agenda was approved as amended.

2. Report of the President

President Feagin reported on plans and progress for the 2000 Program Committee. He indicated that the Program Committee's work is 70 to 80 percent completed and that the program is shaping up nicely. He reported that there will be two plenary sessions plus another special plenary featuring Washington DC. Feagin said that Janet Astner deserved special thanks for keeping things on track.

3. Report of the Secretary

Secretary Florence Bonner provided a brief summary of the reports on membership, sections, and subscriptions. She noted that the membership count to date is slightly below the comparable count in 1998. The retention rate remains high (overall at 81 percent). She emphasized that these are not end-of-year figures, but that, thus far, we have fewer new members joining this year possibly due to a drop in interdisciplinary memberships. She reminded Council that, in 1999, the Association is offering prorated membership dues rates at the Annual Meeting for new members to join sections and thus ASA. While designed to help sections, this initiative can be productive of new members.

Bonner indicated that section memberships and interest in sections remains strong. While the absolute number of memberships is lower than last year (since the overall membership count is lower), member participation in sections is modestly higher (65 percent of members are members of one or more sections). Those members who belong to sections belong to an average of 2.3 sections. At present, there are nine sections that are under the 300-member minimum requirement.

Bonner concluded her report by addressing institutional subscriptions. She indicated that, as is the general pattern for learned societies, there continues to be a modest decline in institutional subscriptions since 1996. She noted that the Executive Office is seeking both to better understand and address this attrition. It seems to be due to a number of factors, including a decline in library acquisition budgets; increases in journal costs, especially for technical and medical journals; and competition introduced by on-line journals.

Council member Swidler pointed out that student membership has dropped in 1999. Executive Officer Levine noted that the drop thus far is only 40 members and that both 1999 and 1998 are much larger in student membership than the prior years. Levine indicated that we will have a fuller picture when the 1999 membership year closes on September 30. Vice President Lin requested information on member subscriptions to ASA journals. Levine indicated that this would be provided in the packet for the next meeting.

4. Report of the Executive Officer

Executive Officer Levine started her report by thanking Secretary Bonner for her support and availability this past year. She indicated that it was an exciting and demanding one for the Association and the Executive Office, especially with the tran-

sition to the new location at New York Avenue. She noted how well the new location worked and that she hoped Council members would visit and see the office as a welcoming site. Levine indicated that the staff had achieved a great deal this year and that had handled effectively priority commitments and unexpected tasks.

Levine noted that the agenda book framed what was central to the work of the Executive Office and Association thus far this year. She highlighted in particular the continued significance of work with departments and with department chairs through Department Affiliates, the Chair Conference, and the MOST Program. She noted too that the Research Program also contributed importantly to our efforts with departments—which now receive timely and useful information on issues related to their work.

Levine highlighted a second area of important work; that is, collaboration with sections and the section leadership. She noted that, earlier in the summer, she and William Avison, Chair of the Section on Mental Health, prepared a substantive submission for the NIMH Advisory Committee on the value of investments in sociology of mental health and how basic science in this area translates into applications. Also, she reported that, in cooperation with the Section on Sociology of Education, she was working on the development of a conference sponsored by the Spencer Foundation to be held in 2000. The conference aimed to chart new directions for sociology and education by intentionally including sociologists from inside and outside this specialty area. She noted that active planning of the conference was now underway with Pamela Barnhouse Walters and Michael Hout taking a leadership role.

5. Report of the President-Elect

President-elect Massey introduced the theme for the 2001 Annual Meeting in Anaheim, California: "Cities of the Next Century." He noted that the majority of human beings will be living in cities at the beginning of the century, and it seems natural for sociologists to explore that issue.

Massey presented the following recommendations for the 2001 Program Committee: William T. Bielby, Ross Koppel, Miguel Centeno, John Goering, Darnell Hunt, Zai Liang, Robert Newby, and Karen Cook, in addition to Richard Alba (Vice President-elect) and Florence Bonner (Secretary). Also, Executive Officer Levine serves ex-officio on the Committee.

Motion: To approve the recommendations for the 2001 Program Committee. Carried.

6. Report on ASA Investments and Reserves

Secretary Bonner and Executive Officer Levine gave an overview of ASA investments and reserves. As previously reported to Council, the Association like many other investors has benefited from a favorable market over the last several years. Levine reported on the meeting of the Committee on the Executive Office and Budget (EOB) with the ASA's investment manager. Based on that discussion, ASA instructed Fiduciary International to reduce the amount of investment in cash or cash equivalents to less than 5 percent so that less of the Association's investments would be in cash. Bonner also indicated that work was continuing on the best investment strategy of the proceeds from the sale of the 1722 building. She noted that she, Levine, and Deputy Executive Officer Phoebe Stevenson would be examining growth versus value investment strategies and that EOB hoped to make a final decision on how to proceed in the fall.

Alba addressed the issue of market shifts vis-a-vis the value of stocks, and wanted to know how that affected the ASA's portfolio. Stevenson explained that the shifts in the market, caused by the fear of inflation and interest rate increases, have brought ongoing increases and decreases in the value of stock. However, the ASA's portfolio is very strong.

7. Committee on Publications

Council turned to the topic of selection of the inaugural editor for ASA's new journal. Council members had received and had an opportunity to review the applica-

tions and the recommendations from the Committee on Publications. Council members with a conflict of interest recused themselves from the whole deliberation.

Council discussed in detail the candidates' proposals for the journal, their editorial vision and experience, the extensiveness of their networks to stimulate submissions, and their own scholarly record with materials similar to what might be published in the new journal.

Motion: To accept the Committee on Publication's ranked slate for the new journal. Carried.

8. Proposed Section-in-formation on Animals and Society

Council discussed the resubmitted proposal to establish a Section on Animals and Society. Because the proposal was previously recommended by the Committee on Sections (COS), it was not reconsidered by that group. Council members expressed a range of views about whether to confer section-in-formation status. Some members did not think the proposal was sufficiently different from the one considered last August and did not see this topic as constituting an intellectual subfield. Others expressed the view that, if the group can create viable sessions for the Annual Meeting and has a critical mass of persons to conduct business as a section, the proposal should be approved.

Overall Council considered the past and present proposals to be too narrow and not drawing on a sufficient body of sociological literature. Concerns remained about the possibility of this area constituting more of an "interest group" than an intellectual group. Council discussion turned to the general issue of wanting to encourage viable intellectual areas capable of important research and teaching and yet needing to be attentive to proliferating sections without benefit to the development of the discipline.

Council examined the revised proposal from the vantage of indicators of intellectual viability and vitality. Council looked at the 1999 Annual Meeting Program and asked about what was planned for 2000. President Feagin commented on the bibliography submitted by the group and noted the inclusion of recent publications, indicating a growth of interest and scholarship in this "subfield." Council affirmed that the key criterion for a new section is the presence of an academic intellectual core group and a sense of vitality that is ultimately sociological. Council discussed the possibility of creating a subcommittee to evaluate the viability of the proposal and "subfield" as portrayed in the proposal.

Council wondered about whether interest in this area has continued among those who had originally signed a petition in 1998. Council members focused on the importance of a critical mass and that, for ongoing sections, they were more concerned about sections with membership numbers below 200 than with those in the 200s. Past President Portes clarified the policy about signatures for a proposed new section carrying over from one year to the next, if the proposal is not immediately accepted (as is the case with this group). Council wanted to be sure of current interest and discussed obtaining a new round of signatories.

Motion: To approve a section-in-formation on Animals and Society, contingent on providing the required number of signatures from current members of ASA within one year (January or August). Carried (yes, 7; no, 6; abstain, 1).

9. Committee on Sections

Plans to Review Base Budget Allocation. Executive Officer Levine briefly summarized the background on section finances and the base budget allocation. She indicated that, in their December meetings, the Committee on Sections (COS) and the Committee on the Executive Office and Budget (EOB) would be reviewing the budget allocation formula of \$1,000 plus \$2 per section member, which was introduced for 1999 and 2000 as a two-year experiment.

Proposed By-Laws for History of Sociology. The Committee on Sections reviewed the proposed By-laws for the History of Sociology section-in-formation. COS had minor modifications in language, but otherwise found the proposed By-laws to be

satisfactory. COS also discussed the fact that this potential section did not yet have the required 200 members to attain section status. (History of Sociology received formation status under the prior 200 requirement.) The Committee emphasized that approving the By-laws does not imply full section status unless the required number of members was attained by the end of the 1999 membership year.

Motion: To approve the By-Laws for the section-in-formation on History of Sociology with the modifications proposed by the Committee on Sections in so recommending approval. Carried.

Composition of the Committee on Sections. On behalf of the Committee on Sections, COS member England reported on the issue of the composition of the Committee on Sections (COS). Currently the Committee is comprised of six members: Three are appointed from the Council by the President, and three are members-at-large recommended by the President to Council. She summarized the discussion and recommendation of the section chairs to have Chairs as seated members on the Committee on Sections. She indicated that, after considerable discussion, COS had passed a motion that "Council consider reconstituting the Committee on Sections to include three additional members selected from current section chairs."

Council member Bielby, also a COS member, reported that the proposal emanating from section chairs had stipulated that membership on COS of the section chairs should be determined by section membership size. He indicated that the resolution adopted by COS does not make such specific stipulation. Levine stated that any change to the composition of COS would require a By-law change. Bielby indicated that Harry Perlstadt, outgoing Chair of the Section on Sociological Practice, is currently circulating a petition to change the composition of the COS and have the membership vote on a referendum.

Council discussed the concerns of the section chairs and the recommendation of COS. Council noted that, last February, the 1998-99 Council had explicitly indicated that appointments to COS would focus on section leadership experience. Nevertheless, Council members understood that sections were seeking a structure that more formally included this element. Council members considered many suggestions from having six at-large members of COS with substantial section experience combine with the three section chairs to having the Committee become an elected committee. Council members considered how to be responsive and also develop an alternative structure that would strengthen COS. Concerns were expressed that, by expanding COS to include current section chairs, new persons would rotate on annually and develop little experience with the functions of COS. Past Vice President Roos stated that one possibility would be to vote for the outgoing chairs (perhaps even as ex-officio members).

Bielby brought up the issue of a time line vis-a-vis the 2000 election and the process of putting this issue on the ballot in Spring 2000. Council discussed the possibility of miscommunication among section chairs, COS, and Council and wanting to avert it. Without a formal resolution on the table, Council expressed support for the preferences of section chairs and the resolution of COS.

Executive Officer Levine raised the possibility of supporting in principle a change in the composition of COS to include an additional three persons elected from among current section chairs by current section chairs but with a rotation of a three-year term in order to ensure experience on COS. Council was drawn to the idea of signaling this change but having the specific language for a new By-law worked out with Perlstadt.

Motion: To support in principle changing the composition of the Committee on Sections to include an additional three persons elected from among current section chairs by current section chairs and ask Council member England and Executive Officer Levine to work out the final language of a By-law change with the advice and participation of Perlstadt. Carried.

10. Follow-up Discussion on ASR Editor Selection

ASA Council continued discussion of the ASR editor selection process. The issue was considered extensively at the last meeting of the 1998-99 Council with a commitment to return to the topic after an opportunity for additional thought.

In the interim, Council members Carole Marks, Michael Hout, and Catherine Berheide had worked on a draft resolution for Council's consideration.

Council responded very favorably to the direction and ideas in this draft. There were some modifications suggested and some discussion of the definition of certain terms such as "underrepresented constituencies." Past President Portes commented on the resolution by noting that, although there is a movement against the procedures and policies of the Council, this is not necessarily representative of the total and universal opinion of the ASA membership; therefore, he thought the wording should be clarified. The draft resolution was re-read with modifications and duly seconded.

Motion: Council accepts that the crisis over the selection of the editor(s) of ASR reflects a lack of confidence by a substantial number of ASA members in the procedures and practices of Council. We are taking steps to balance the policies of confidentiality with the need for accountability. The President has appointed a joint subcommittee of Council and the Publications Committee to address these concerns.

We affirm our confidence in Charles Camic and Franklin Wilson as editors of ASR. We also affirm the pressing need to bring more articles of general interest and more articles in underrepresented areas into the official journal. We ask the editors to consider enlarging the panel of Deputy Editors to address this pressing need.

Further we will convene a conference on the future directions of the ASR and potentially other ASA journals. The conference will include the current editors, representatives of the Publications Committee and Council, and representatives of underrepresented constituencies within the profession. Carried.

Executive Officer Levine indicated that there was lead-time involved in planning even a small conference. She encouraged early planning during this year.

President Feagin provided follow-up information on the joint subcommittee of Council and Committee on Publications to examine confidentiality as it relates to the editor selection process (established by resolution of the outgoing 1998-99 Council on August 9). He indicated that the following persons have agreed to serve: Nan Lin (chair), Michael Hout, John Logan (and one more member to be added from the Committee on Publications), with Executive Officer Levine serving ex-officio.

Deputy Executive Officer Carla Howerly stated that the resolution and other information will be printed in the September/October issue of *Footnotes* as well as disseminated to Department Affiliates in the forthcoming issue of *ChairLink*.

Vice President-elect Richard Alba introduced a resolution to reaffirm the openness of Council meetings. Readily seconded, Council responded positively to this resolution.

Motion: Council reaffirms its long standing policy that Council meetings are open to members except when in executive session. Carried.

11. Committee Appointments

The Council discussed nominees by President Feagin for vacancies on the Committee on Professional Ethics, the Committee on Sections, and the Committee on Awards. Secretary Bonner presented her nominees for the open at-large position on the Committee on the Executive Office and Budget. President Feagin also suggested Council liaison appointments to the ASA Advisory Panels. Executive Officer Levine presented her nominees for member openings on those Advisory Panels. Council reviewed these recommendations and thought these nominees would add to these Committees' roles.

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Minutes, continued

Motion: To approve the ranked lists of nominees for the Committee and Advisory Panel vacancies. Carried.

Council then considered nominees for the award selection committees prepared by the Committee on Awards. The Committee on Awards received input from award selection committees and deliberated and ranked a list of nominees for each committee. Council reviewed and discussed these recommendations.

Motion: To approve the ranked lists of nominees for the selection committee vacancies on the Jessie Bernard Award, Dissertation Award, Public Understanding of Sociology Award, Distinguished Career Award for Practice of Sociology, Distinguished Scholarly Publication Award, Career of Distinguished Scholarship Award, DuBois-Johnson-Frazier Award, and Distinguished Contributions to Teaching Award. Carried.

12. Development Campaign

Past President Portes summarized the rationale behind a possible development campaign and reviewed the outcome of the summer meeting of a planning group and the special fund-drive to members asking for contributions. The idea for a development campaign was first introduced in January 1999 to Council with targeted goals. He indicated that the proposed campaign builds on lessons learned from the American Sociological Foundation (ASF) efforts. Persons who contributed to ASF in the past were reluctant to contribute towards ASA general operating budget or to support undefined goals. He noted that there is still a group of long-time members who have remained consistent in their support of the Association.

Portes reported that a small working group was convened in the spring to explore the development campaign idea. Attendees were President-elect Douglas Massey, Past Vice President Patricia Roos, Glen H. Elder, Jr., Edward Laumann, Melvin Oliver, Executive Officer Felice Levine, and Deputy Executive Officer Phoebe H. Stevenson. Levine also noted that she and Portes had a very productive conference call with Graham Spanier (President, Pennsylvania State University). Levine in addition summarized the development efforts of the American Political Science Association (APSA)—noting that to launch the campaign will take resources (financial and human).

The working group advanced some possible goals for the campaign such as the creation of a Center for Sociology in Washington, an increase in the size of research grants for the Fund for the Advancement of the Discipline, additional funding for the Minority Fellowship Program, and/or funding for innovative sociological projects of international scope or orientation. The development campaign was a major topic on the agenda of EOB in July, and these ideas met with a very favorable response.

Vice President Nan Lin raised the issue of naming gifts as an incentive for giving. He suggested identifying a number of scholarships and inviting senior scholars to make donations so the scholarships can be named after them. Some Council members were drawn to this approach; others noted that naming awards after individuals can have an elitist "ring." Council member DiMaggio asked whether there is existing staff in ASA to undertake a development campaign. Levine addressed both issues. She noted that a gift that bears with it a "name" designation has shown to be a very productive approach for learned societies and colleges and universities. Regarding development staff, she indicated that other learned societies like APSA have relied on the Executive Officer and an existing staff member with some external strategic consultation. Levine said that there is no plan to have dedicated staff for a development campaign at this point.

Past President Portes asked that a steering group of Council be appointed in order to move to the next step. Secretary Bonner indicated that EOB has authorized a small amount of discretionary funds to be used in this effort, such as, consulting if necessary.

Motion: To ask that President Feagin appoint a steering and planning committee and urge Past President Portes to be willing to continue his leadership on this issue. Carried.

Council adjourned for the day at 6:30 p.m.

Wednesday, August 11, 1999

President Feagin convened the Council at 8:40 a.m.

The Council first turned to an item of new business—the date for the mid-winter meeting of Council. The meeting was scheduled for January 28-30, 2000.

13. Update on ASA Task Forces and Status Committees

Task Forces. Levine reviewed the process of seating the first five task forces. She noted that the process went as anticipated by Council last January. She indicated that the Subcommittee on Task Forces (the former Subcommittee on Committee Restructuring) took the leadership role in this effort with the final slate of nominees for each task force approved by Council last June. She noted that the subcommittee had relied heavily on member expressions of interest through self-nominations. Members of the Council subcommittee were: Linda Waite, chair; Jill Quadagno; Melvin Oliver; Patricia Roos; Felice Levine; and former ASA Visiting Sociologist John Kennedy. The announcement about Task Forces was published in *Footnotes*, and response was substantial, yielding numerous self nominations. In recommending a slate of nominees to Council, the subcommittee was also sensitive to diversity.

Levine reported that all task forces had initial meetings at the Annual Meeting and that subcommittee member John Kennedy attended all of these meetings. In a report provided to Levine prior to the Council meeting, Kennedy had indicated that all task forces were successful in trying to launch and organize their work. He also noted that the Task Force on Current Knowledge on Hate/Bias Acts on College and University Campuses wished to add a member, Leonard Gordon, who had attended the meeting and had done a lot of research on the topic. Council member Bielby, Council liaison to the Task Force on the Implications of Assessing Faculty Productivity and Teaching Effectiveness, indicated that this task force wished also to add a person from a two-year school. Without formal resolution, Council was supportive of both of these requests.

Council member England asked about how to ensure member input on new task forces. Levine clarified that there would be a call each fall for recommendations, and it was envisioned that suggestions would come from individual members, committees, existing task forces, sections, and so forth. Levine indicated that these ideas would first be reviewed and potentially clarified or developed by the Council subcommittee. The subcommittee will consider all ideas and suggestions, bringing plausible proposals to Council. Council will deliberate and establish new task forces typically at its winter meeting.

Roos stated that the overall sense is that Council should not dictate the creation of task forces, but rather participate in a discussion and interpretation of suggestions coming from the membership. Roos suggested that the Subcommittee on Committee Restructuring should be officially renamed the Subcommittee on Task Forces, as alluded to by Levine. Council noted its assent to this change without formal resolution. Council member Hout emphasized that a strength of the task force model is that ongoing task forces could propose new task forces to pursue extensions of their work, but that it eliminates committees existing in perpetuity.

Status Committees. Levine introduced the topic of Status Committees by emphasizing that ASA's four Status Committees were retained in the committee restructuring put in place by Council in January 1998. These Committees are the Committee on the Status of Racial and Ethnic Minorities in Sociology; the Committee on the Status of Women in Sociology; the Committee on the Status of Gay, Lesbian, Bisexual, and Transgendered Persons in Sociology; and the Committee on the Status of Persons with Disabilities in Sociology. She noted

that Council had been concerned that, over the years, some Status Committees had little charge or activity. She indicated that initially Council had asked the Status Committees to provide some background on what they were doing. Reports received from the Status Committee in the fall of 1998 varied in their ambition, though all indicated that they wished to propose sessions for the Annual Meeting. Levine noted that Council had hoped that the charge of Status Committees would go beyond session planning and that, in February 1999, Council approved an initial set of tasks for these Committees.

Levine further reported that Status Committees had just met and had an opportunity to discuss Council's preferred charge. She indicated that it had been Council's intent to have Status Committees set future agendas and report to Council on what they would like to do. She noted that, for continuity purposes, Council had asked Committee members to extend their terms on these committees, but not all members wished to continue. Levine also indicated that, from reports from John Kennedy (who attended these meetings on behalf of the Subcommittee on Committee Restructuring), from staff liaisons, and from those Council liaisons who could attend, there was some confusion and in some instances tension over what these Committees wished to do and how to best jump start their work.

Roberta Spalter-Roth, staff liaison to the Committee on the Status of Women in Sociology, Levine, and Roos reported on efforts at a joint pre-meeting of the Committee on the Status of Women with the Committee on the Status of Racial and Ethnic Minorities in Sociology. This meeting was scheduled because Council thought that the two groups might wish to work together on the two activities they were being asked to take on (leadership opportunities for women and minorities in ASA, and the presence and role of women and racial and ethnic minorities in sociology). Since those attending were primarily from the Committee on the Status of Women in Sociology, it was uncertain whether the two groups would wish to undertake their work in collaboration.

Spalter-Roth and Roos reported that the Committee on the Status of Women in Sociology focused on assessing what could usefully be done on these issues and whether the requested tasks were doable without additional data collection or support. The Committee had questions about how additional information would be gathered, what information was available from ASA and elsewhere, and what resources would support this activity. Spalter-Roth noted that Council liaisons need to be briefed on their role on the committees.

Ed Murguia, staff liaison to the Committee on the Status of Racial and Ethnic Minorities, too indicated that that Committee wanted to craft a specific agenda and receive information. Members of this Status Committee expressed strong concerns that ASA was not providing data that the Association had. Several members of Council, in particular Council member Brown and Secretary Bonner, noted that the Committee held this view. Levine expressed regret that the Committee had this view and emphasized that the Committee should be provided with any information that ASA has available.

Levine thought that it might be useful for this Status Committee and the other Status Committees to "meet" during the year by conference call with both Council and staff liaisons. Enhanced communication might help address such concerns, facilitate the Committees in their work, and establish better working relationships between the Committees, Council, and staff for the future.

Council discussed at length the data needs of the Status Committees. Roos stated that the ASA should be responsive to Status Committee requests so that internal data are available. While ASA staff liaisons should also facilitate providing this and other available information, they should not serve as research assistants to Committees. Vice President-elect Alba indicated that, if these committees are charged with dealing with certain issues, then information or resources need to be

provided for doing the work. He noted that perhaps ASA should allocate extra time and money for such research. Hout noted that, as part of FAD (i.e., the Fund for the Advancement of the Discipline), a research workshop will be convened by the ASA Research Program next year that addresses available data on the discipline and what kinds of data are needed. That meeting should include demographic researchers and the results should be useful to the Status Committees learning more about extant resources and research being pursued.

Vice President Lin emphasized that communication between the Status Committees and Council should be improved beyond having Council liaisons and annual reports. Berheide suggested that the needs of each committee should be established before meetings are held to address potential issues. Hout also suggested that there should be a rotational and transitional procedure between Council liaisons so that incoming liaisons can shadow the outgoing liaisons creating a smooth transition and sharing of institutional memory.

Feagin encouraged following up on Levine's suggestion to have conference calls with Status Committees as soon as possible and potentially throughout the year. He suggested that Council liaisons should contact relevant committee chairs and encourage conference calls—with committee members, the staff liaison, and the Council liaison all participating. He also emphasized that, prior to each Annual Meeting, there should be conference calls to set up an agenda and focus on the work to be done at the Annual Meeting.

14. Annual Meeting Issues

New Approaches for the Preliminary Program. Secretary Bonner briefly reviewed prior discussions in Council and the Committee on the Executive Office and Budget dating back to last January to consider alternative means of delivering the *Preliminary Program*. She noted that both costs considerations and the desire for wider and more flexible access to preliminary information raised questions about the value of continued reliance on print (especially because the *Preliminary Program* is essentially a pre-publication edition of the *Final Program*). The cost for production of the 1998 Preliminary Program was \$40,000 (\$3 per member).

Bonner indicated that in July EOB considered specific options and recommended that the full *Preliminary Program* should be available electronically, that a compressed edition should be published in *Footnotes*, that department chairs should receive a hardcopy edition, and that any member without internet access could also receive a hardcopy.

Council members were drawn to the innovation and to the potential cost savings. They did, however, think that members should be widely informed about how to receive a hardcopy—irrespective of whether they otherwise had internet access. Also, Council members wanted to be sure that members would visibly see information about meeting registration and hotels. Bonner indicated that the *Call for Papers* already includes registration and other meeting-related information and that *Footnotes* and the ASA homepage would also feature this information.

Council member Denton suggested that names and affiliations need to be included in *Footnotes*, given that this information is considered by some to be more important than the session title. Levine indicated that space considerations could be a factor in what is ultimately possible, but an indexing approach might be used.

Levine emphasized the advantages of the new electronic version in terms of search capacity for members and also indicated that the *Footnotes* edition would have all of the vital information. She noted that members can print easily off the ASA homepage or members will be made aware of how they can receive the hardcopy edition. Feagin suggested that information needs to be made very accessible so that people will not be deterred from attending the Annual Meeting. Council member DiMaggio suggested broadcasting to members with e-mails indicating that the *Preliminary Program* is on the ASA homepage.

Motion: To approve changes in the delivery of the *Preliminary Program* as rec-

ommended by the Committee on the Executive Office and Budget, with an emphasis on additional strategies to ease members' access to request a hardcopy edition. Carried (yes, 11; no, 2).

Portes stated that, in order to avert opposition to this change, Council needs to communicate the rationale for taking this step to the membership. *Footnotes* coverage is key. Deputy Executive Officer Stevenson reiterated the benefits of having this information available electronically. She noted that the ASA web page has been changed to provide a stronger server and a search tool that otherwise would not be possible. She suggested that members should be informed of all of the positive changes that the electronic edition would bring.

Registration Fees for 2000 Annual Meeting. Bonner introduced the issue of raising registration and exhibit fees for the Annual Meeting. She noted that fees were last raised in 1998, having been deferred a year because in 1997 the meeting was in Canada. She reported that EOB had concluded that, given the continued increases in expenses for the Annual Meeting in recent years, fees should be raised to cover these costs. She reminded Council that membership dues will not be increased in 2000—the first time since Council had the authority to adjust dues by the cost of living adjustment (COLA). She also noted that ASA exhibit fees would still remain below market level for similar learned societies.

Council member Bielby encouraged presenting this information to the ASA membership (potentially making it available on the ASA's homepage) in terms of historical comparisons and the comparison with other associations' dues and fees. Hout stated that the differential between early bird, pre-registration, and on-site registration should be increased. He indicated that other associations have bigger differences than the ASA does.

Council members made some minor changes to the specific rates recommended by EOB. DiMaggio asked why it was necessary to increase registration fees in a relatively low inflation period. Levine explained that, although inflation remains low, meeting expenses have increased due to hotel costs associated with staffing, rising costs of food and banquet menus, and the increased costs of audio and visual equipment.

Motion: To approve the EOB-recommended changes in Annual Meeting registration fees, as amended. Carried (yes, 11; no, 1).

15. Business Meeting Resolutions

Resolution on COC and CON. Council considered the resolution introduced by Sociologists for Women in Society (Judy Auerbach, SWS President and ASA member) urging Council to reconsider the elimination of the Committee on Committees (COC) and of regional representation on the Committee on Nominations (CON). Furthermore, and integral to the resolution, SWS proposed that a task force be appointed to propose to the full ASA membership alternative models for the structure and election of these two committees, that the membership be provided with sufficient time and venues (e.g. space in *Footnotes*) to debate models and related issues, and that another By-law referendum be called. This resolution was strongly supported by those in attendance.

Council members considered the resolution and what they saw to be the two primary concerns: first, that the elimination of COC was limiting an important opportunity to seek and serve in an elected office, and, second, that Council took these actions to the membership for vote without adequate time for member discussion. Regarding the first, Alba and Hout noted that the elimination of COC had reduced the opportunity for especially persons more junior in their careers or at less visible institutions to be elected for service. Regarding the second, England noted that the By-Law changes regarding COC and CON taken to the membership two years ago especially generated the concerns that Council did not provide enough time for member input. Roos thought that Coun-

Continued on next page

Minutes, continued

cil should closely follow what SWS recommended. England indicated that the establishment of a task force that would deal with COC, CON, and related issues was clearly stated in the resolution and that Council should acknowledge that request.

Motion: In accordance with the resolution submitted by Sociologists for Women in Society (SWS) and recommended to Council by those present at the Business Meeting, Council will create a Task Force to consider alternative models for the structure and election of the Committee on Committees and the Committee on Nominations as well as related issues, without a priori assumption about what, if anything, needs to be done, but with sufficient time for member discussion and deliberation of alternatives, including a By-law change if necessary. Carried.

Intellectual Property Policy. Council addressed the issue of intellectual property raised by James L. Wood (San Diego State University). Wood had submitted for Council's consideration a policy crafted by San Diego State University. That policy focuses on the conditions under which faculty members are the copyright owners of work they have created regardless of the medium in which this work appears, including electronic. Council thought that the ASA membership should be informed via *Footnotes* that Council is interested in this issue. Also, Council will ask John Hammer (Executive Director of the National Humanities Alliance) to brief Council on this issue, and Council will return to this resolution at a later time. Bielby suggested that a special session might be organized on this topic at the 2001 Annual Meeting.

Further Resolution Regarding ASR. Council member Denton proposed a further resolution to express concerns to all candidates whose names may have become known or who may have suffered discomfort during the course of the ASR controversy. Council was supportive of some additional statement directed to candidates beyond the resolution passed the prior day.

Motion: Council extends its apologies to the new ASR editors Charles Camic and Franklin Wilson as well as to all editor candidates, especially Walter Allen and Jerry Jacobs whose names have been made public, for any professional and personal discomfort they may have endured as a result of the controversy over the ASR editor selection process. Council affirms the scholarly contributions and service to the profession of all the candidates for ASR editor. Carried (yes, 12; no, 0; abstain, 2).

Council continued to discuss this resolution. Alba suggested that, to avoid any confusion about the relationship of this resolution and the prior resolution, this resolution should be considered a part of that resolution in any relevant statements of Council action (e.g., reports in *Footnotes*). Without taking formal action, Council concurred with this recommendation.

Portes asked that the resolution be revisited so that Council is not extending an apology but expressing its collegial solidarity. Hout called for the language of the apology to reflect the spirit of collegiality and reconciliation. England noted that Council had followed the rules for editor selection as set forth in the ASA By-Laws in reaching a decision on the ASR editor. Denton noted that, in offering the apology, Council does not necessarily take responsibility, but offers the sentiment of acknowledging regret for what happened. Portes introduced a motion to revisit the motion, but his resolution failed. DiMaggio raised the possibility of having a legal review of this resolution, but, after discussion, Council decided that no legal review was necessary.

16. Executive Office Program Reports

Minority Affairs Program (MAP). MAP Director Edward Murguia summarized the highlights of the Program since the February Council meeting. The Minority Fellowship Program (MFP) celebrated its 25th anniversary at the Annual Meeting. Impressively, over the years of the Pro-

gram at least 214 fellows have completed their PhDs. The stipend of \$11,496 will be increased to \$14,686 per year for minority fellows funded by the NIMH grant. The Program will submit a renewal proposal for continued funding to the National Institute of Mental Health (NIMH) this fall.

The Fourth Annual Proposal Development Workshop was held in June in Washington, DC, for more advanced MFP fellows. Fellows have found this training session to be very valuable. Fellows are encouraged to apply for the NIMH's "Minority Dissertation Research Grants in Mental Health."

The MOST (Minority Opportunities through School Transformation) and participating MOST departments had a demanding winter and spring. The Program MOST Coordinators Workshop held in February included reverse site visits with department coordinators and chairs. By spring, 11 departments had defined a set of specific initiatives. Additional funding provided by The Ford Foundation in the fall of 1998 permitted the MOST Program to invest further in participating departments.

Academic and Professional Affairs Program (APAP). Carla Howery, APAP Program Director, highlighted core activities and recent initiatives. Key is continued collaboration on the MOST Program and working with contributors on a book on the peer review of teaching. The American Association for Higher Education has provided modest support of \$2,000 for this book. Howery also noted that she is optimistic about the effort to launch a discipline-based project on preparing future faculty. The Council of Graduate Schools (CGS) and the American Association of Colleges and Universities (AAC&U) have been working with six disciplines, including sociology, on seeking funding for such an effort.

Howery reported that ASA has met with the Executive Director and has written to the Board of the Council on Undergraduate Research (CUR) suggesting that sociology and other NSF-defined social science fields be included in CUR. Currently, psychology is the only social science discipline in CUR. Howery and Levine are hopeful that CUR will expand its scope to include sociology and the other NSF-supported social sciences. They indicated to CUR that they thought this change would be of mutual benefit, potentially strengthening CUR's leadership role in undergraduate research training.

Spivack Program in Applied Social Research and Social Policy. Program Director Howery summarized key projects underway in the Spivack Program. Working with the American Association for the Advancement of Science (AAAS), ASA sponsors a media fellowship each summer. S/he works in a media placement site and learns about communicating sociology to the public. This year's fellow is Daniel Harrison, University of Florida, who worked at the *Richmond Times-Dispatch*. The 2000 Congressional Fellow is George Dowdall, St. Joseph's College. His Congressional Fellowship will begin in January 2000. The 1999 Congressional Fellow, Rachel Gragg, handled ASA media relations at the Annual Meeting and is expected to take a full-time position with her former placement, Sen. Paul Wellstone (D-MN), after the Annual Meeting.

Roberta Spalter-Roth provided a brief overview on the work underway on the Race Initiative—with the winter and spring being an important period of drafting chapters and presenting aspects of the work. The latter included the Eastern Sociological Society Meeting and the Annual Meeting of the Society for the Advancement of Socio-Economics. Also, Spalter-Roth and Levine submitted reports on the project to The Ford Foundation and the Kellogg Foundation.

Howery concluded by indicating that an important vehicle for dissemination is the Issues Series in Social Research and Social Policy. A fourth volume in the Series on immigration was released at the Annual Meeting. Another Congressional seminar on hate crime is tentatively planned for October. This seminar will also add a volume to the Series.

Research Program on the Discipline and Profession. Roberta Spalter-Roth, Director

of the Research Program, summarized current data collection and dissemination work. She noted progress this spring and summer in preparing the PhD tracking survey for analysis and preparing a first research brief on *New Doctorates in Sociology: Professions Inside and Outside the Academy*. Spalter-Roth also noted that extant databases have been valuable for secondary analyses on the discipline and dissemination of findings through *Footnotes*.

Spalter-Roth reported on the service that the Research Program provides to departments or those conducting work on behalf of their departments. The availability of briefing reports is increasingly an effective and accessible way of providing others with information they need. Howery noted that the results of the research are publicized through *ChairLink* and other venues of electronic communication.

Feagin expressed appreciation to the ASA staff sociologists for all of the hard work in all ASA Programs.

Public Affairs. Executive Officer Levine summarized key activities in public affairs. In particular, ASA has played a very active role in advising on Census 2000. She also updated Council on the attempt to use the Freedom of Information Act to require data sharing of all federally-funded research. She reported that efforts of ASA and other scientific and higher education associations have contributed to a revision of Circular A-110 that is expected to be an improvement over the originally proposed draft. She also noted that in July the Association had submitted a detailed statement to the National Institute of Mental Health on the importance of investing in sociological work and the payoff to potential applications.

Public Information. Levine indicated that the ASA public information effort has a number of approaches. One important task involves effectively referring media inquiries to appropriate sociologists who work in an area and can speak to members of the media. She also indicated that public information efforts have continued to focus on *ASR* and *The Journal of Health and Social Behavior* because the editors of these two journals have been most interested in preparing materials for *Footnotes* and other forms of dissemination about forthcoming articles. Levine briefly indicated that the operations of the media office at the Annual Meeting and the extensive preparation leading up to it produced a very polished product this year. In addition to press releases, paper distributions, and many individual interviews conducted by media persons in attendance, two briefings were held—one on hate crime and the other on the American "melting pot." Also, a highlight this year was a Town Meeting with Census Bureau Director Kenneth Prewitt, moderated by Haya El Nasser of *USA Today*.

17. 1999 Budget Report, Analysis, and Review

Bonner introduced the 1999 budget report and analysis indicating that this material was provided as an initial overview. She noted that the report and projections reflect year-to-date information only up through May 1999. Final budget figures will be examined at Council's January meeting. Bonner indicated that the general fiscal health of the Association is good. It is expected that there will be no deficit. The revenue is much higher than in prior years due to the sale of ASA's 1722 N Street building and what is likely to be unusually high market value appreciation from ASA's long-term investments.

Levine called Council's attention to the presence of the 1999 budgets for the editorial offices for ASA journals. She noted that in January Council had expressed an interest in seeing these materials. She said that she and Secretary Bonner would value any specific feedback as they begin their budget analysis and planning with editors for 2000.

18. Follow-up Business

Student Forum. Council considered the material on the Student Forum and what had been achieved during its first operating year. Council was pleased to learn that Levine and Bonner had allocated additional money from their discretionary accounts so as to be able to enlarge the fund-

ing pool for the Student Travel Award. Council responded favorably to the high level of activity of this student group.

Committee Participation. Roos noted the variable participation of individual members on ASA committees. She expressed concerns about the low number of members attending some committee meetings. She suggested that Secretary Bonner and the Executive Office should perhaps further stress the importance of attendance to members when inviting them to run for office or to serve on committees.

The Council meeting was adjourned at 12:40 p.m.

Call for Papers

CONFERENCES

American Association of University Women Educational Foundation Symposium, November 17-18, 2000, Washington, DC. Theme: "International Perspectives: The Political, Social, and Economic Impact of Education for Women and Girls." Submission Deadline: May 1, 2000. This forum will explore how women create change in their communities and the world through education. Contact: AAUW Educational Foundation, 1111 Sixteenth Street NW, Washington, DC 20036; e-mail intsymp@aauw.org; <<http://www.aauw.org/7000/ef>>.

American Psychological Association, Third Interdisciplinary Conference on Women's Health, October 4-6, 2001, Hyatt Regency Washington on Capitol Hill, Washington, DC. Theme: "Enhancing Outcomes in Women's Health: Translating Psychosocial and Behavioral Research Into Primary Care, Community Interventions, and Health Policy." Deadline: June 30, 2000. Contact: Wesley B. Baker, Conference Coordinator, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242; (202) 336-6120; fax (202) 312-6490; e-mail wbaker@apa.org. <<http://www.apa.org/pi/wpo/whc3/whc3.html>>.

Asia Pacific Sociological Association Conference, September 14-16, 2000, Kwansei Gakuin University, Osaka, Japan. Thematic session: "Formalization of Sociological Concepts and Theories." Contact: Kenji Kosaka, e-mail kkosaka@kwansei.ac.jp.

Graduate Workshop on National Identity and Public Policy in Comparative Perspective, September 31-October 1, 2000, Princeton University, Princeton, NJ. Proposals are sought from current doctoral students for participation in a weekend-long graduate student workshop on issues related to identity formation and public policy. Proposals of up to 1,000 words due May 15, 2000. For more information: <<http://www.princeton.edu/~policyid>>.

International Sociological Association Research Committee on Sociology of Education Mid-term Conference, July 5-7, 2000, University of Groningen, The Netherlands. Theme: "Outcomes and Governance of Schooling." Abstracts must be submitted no later than May 15, 2000. Contact: Cathrynke Dijkstra, Department of Sociology, University of Groningen, Grote Rozenstraat 31 9712 TG Groningen, The Netherlands; Fax (+31) 50 3636226; <<http://www2.ppsw.rug.nl/~confrc04>>.

International Sociological Association, Working Group on Social Indicators Mid-Term Conference, October 13-14, 2000, Berlin, Germany. Theme: "Rich and Poor: Disparities, Perceptions, Consequences; Intrnational and International Perspectives." Contact: Wolfgang Glatzer, Goethe Universitaet, Fachbereich 3 Robert Mayer Str. 5, D-60054 Frankfurt am Main, Germany; (+49 69) 798-23584 or 22473; fax (+49 69) 798-28026; e-mail glatzer@soz.uni-frankfurt.de.

International Sociological Association, RC 36-Research Committee on Alienation Theory and Research Annual Meeting, August 10 and 11, 2000, Washington, DC. Theme: "Mapping Alienation." Contact: Lauren Langman, Loyola University, Chicago, IL 60626; (773) 508-3463; fax (773) 508-3463; e-mail Llang944@aol.com.

Northeast Conference, October 2-3, 2000, Binghamton, NY. Theme: "Treating Women's Addictions: Research Confronts Reality." Sponsored by Binghamton University and Broome Community College. Proposals for papers are being solicited for conference presentation and/or inclusion in an edited collection of works. Full abstracts are due May 30, 2000. Contact: Allison Alden, Director, or Catherine Wippel, Office of Professional Development and Research, School of Education and Human Development, Binghamton University, P.O. Box 6000, Binghamton, NY 13902-6000; (607) 777-4447; fax (607) 777-6041; e-mail aalden@binghamton.edu or cwippel@binghamton.edu.

Small City and Regional Community Conference, September 28-29, 2000, University of Wisconsin-Madison. Theme: "Smart Growth." Seeking participants with an interest in the issue of urban, suburban, and rural "sprawl." Submit an abstract of 250 words by June 15, 2000 to: Ron Shaffer, Center for Community Economic Development, Lowell Hall, 610 Langdon St., Madison, WI 54303; e-mail shaffer@aae.wisc.edu.

Summer Learning and the Achievement Gap: First National Conference, July 17-18, 2000, Johns Hopkins University, Baltimore, MD. For additional information, contact: Monica M. Boulay, EduSpeak, P.O. Box 31326, Tucson AZ 85751-1326; (520) 298-8680; fax (520) 298-8799; e-mail EduSpeak@aol.com.

Women's Studies Conference, October 6-7, 2000, Southern Connecticut State University. Theme: "Women of African Descent: Reaching Out Across the Diaspora." Deadline: June 2, 2000. Contact: June Dunn, Women's Studies Program, Southern Connecticut State University, MO B007, 501 Crescent Street, New Haven, CT 06515-1355; (203) 392-6133; fax (203) 392-6723; e-mail womenstudies@scsu.ctstateu.edu. <<http://scsu.ctstateu.edu/~womenstudies/wmst.html>>.

PUBLICATIONS

The Communication Review is looking for submissions that explore new, disciplined approaches to communication studies. Contact: Andrea L. Press and Bruce A. Williams, Institute of Communications Research, University of Illinois at Urbana-Champaign, 505 E. Armory Ave., Champaign, IL 61820-6295; e-mail press@uiuc.edu or brucewm@uiuc.edu.

Community College Journal of Research and Practice is soliciting papers about developments being innovated and tested by those engaged in the study of community colleges and community college education. Contact: D. Barry Lumsden, Editor, *Community College Journal of Research and Practice*, University of North Texas, P.O. Box 311337, Denton, TX 75203-1337; (940) 565-4074; fax (940) 369-7177.

Emotional Experience in College Classrooms. We invite abstracts/proposals/papers on all aspects of the emotional life of the college classroom. Abstracts/proposals for articles should be approximately two pages in length. Full paper submissions should be 10-20 pages in length. Deadline for submissions is October 1, 2000. For information and submissions, contact Bob Rosenwein, Department of Sociology and Anthropol-

Continued on next page

Call for Papers, continued

ogy, Lehigh University, Bethlehem, PA 18015-3169; e-mail RER6@lehigh.edu; or Kay Valentine, Department of Sociology and Anthropology, Nazareth College, Rochester, NY 14618; e-mail cgvalent@naz.edu.

International Journal of Public-Private Partnerships. Calling for papers, case studies, research, book reviews. A peer reviewed Journal focused on current issues facing organizations crossing the Public-Private divide. Contact: Sheffield Hallam University Press, Sheffield Hallam University, Adsetts Centre, Sheffield S1 1WB, UK; e-mail m.moseley@shu.ac.uk.

The Journal of Men's Studies plans to publish a special issue dealing with men's health issues. We are seeking original papers that address men's health from diverse theoretical perspectives and disciplines. Submit a 250-300 word proposal outlining proposed paper (papers limited to a maximum of 7,500 words). Include author's name, affiliation, and e-mail address with each proposal. Contact: Men's Studies Press, Attn: Men's Health Issue, James Doyle, P.O. Box 32, Harriman, TN 37748; e-mail editor@mensstudies.com.

The Security Journal, the leading international journal in the field of security, is seeking contributions that examine women and security issues in different professions and domains such as the workplace, public spaces, residences, schools, colleges and universities, prisons and on the Internet. E-mail a 150-word abstract to Barberet@cica.cs or Bonnie.Fisher@le.ac.uk. Drafts of papers due August 1 and final drafts due November 1.

Meetings

May 20, 2000. West Coast Group Processes Conference, Santa Barbara, CA. Contact: Noah Friedkin, Department of Sociology, University of California, Santa Barbara, CA 93106; (805) 893-2840; e-mail friedkin@sscf.ucsb.edu.

May 31-June 2, 2000. Justice Studies Association 2nd Annual Conference, Ramada Inn, Albany, NY. Theme: "Confronting Processes and Institutions of Power: Where Restorative Justice and Social Justice Meet." Contact: Dennis Sullivan c/o Justice Studies Association, 14 Voorheesville Avenue, Voorheesville, NY 12186; (518) 765-2468; e-mail gezellig@global2000.net.

June 25-July 1, 2000. International Sociological Association, Research Committee on Sociocybernetics, RC51 Second International Conference on Sociocybernetics, Panticosa, Spain. Theme: "Sociocybernetic Designs for Globalization and Sustainability: Self-organization and Management of Complex Evolving Systems." For more information <<http://www.unizar.es/sociocybernetics/>>.

June 26-27, 2000. Association of Architecture Schools of Australasia 2000 International Conference, Sydney, Australia. Theme: "Architecture+Education 2000." Contact: AASA 2000 Architecture + Education Conference, Lesley Vanderkwast, Conference Secretariat, Faculty of Architecture, University of Sydney, Sydney, NSW 2006, Australia; fax (61)(2) 9351-5665; e-mail lesley@arch.usyd.edu.au; <<http://www.arch.usyd.edu.au/aasaconference>>.

July 30-August 5, 2000. International Rural Sociology Association, 10th International Congress of Rural Sociology, Rio de Janeiro, Brazil. Theme: "Sustainable Rural Livelihoods." Contact: Michael M.

Cernea, Chairperson, 6113 Robinwood Road, Bethesda, MD 20817; e-mail mcernea@worldbank.org.

August 3-5, 2000. Association for the Study of the Cuban Economy Tenth Annual Meeting, Biltmore Hotel, Coral Gables, FL. Theme: "Ten Years of the Special Period: Retrospective and Perspectives." Contact: Jorge Pérez-López, Chair, Program Committee, 5881 6th Street, Falls Church, VA 22041; (703) 379-8812; e-mail perezlop@erols.com.

August 9-12, 2000. Association of Black Sociologists Annual Conference, Georgetown University Conference Center, Washington, DC. Theme: "'Shattering the Silence' Beyond the Black/White Paradigm: Identity Development in the New Millennium." Contact: Wornie L. Reed, ABS 2000 Program Chair, Cleveland State University, Cleveland, OH 44115; (216) 687-5490; e-mail w.reed@csuohio.edu.

September 27-30, 2000. Russian Sociological Congress, St. Petersburg, Russia.

Theme: "Society and Sociology: New Relations and New Ideas." Contact: Mikhail Sinioutine, Organizing Committee of Russian Sociological Congress, Department of Sociology, St. Petersburg State University, Ul. Smolnogo, 1/3, Entr. 9, St. Petersburg 193060, Russia; 7-812-1100077; 7-812-2719223; fax 7-812-100077; e-mail sin@soc.pu.ru. <<http://www.soc.pu.ru>>.

September 28-30, 2000. University of Minnesota-Duluth Interdisciplinary Conference, Duluth, MN. Theme: "The Bonds

Between Women and Water." Contact: Women and Water, University College Duluth, University of Minnesota-Duluth, 251 Darland, 10 University Drive, Duluth, MN 55812-2496; (218) 726-6296; fax (218) 726-6336; e-mail wmn_wtr@d.umn.edu. <http://www.d.umn.edu/women_water>

October 12-15, 2000. 26th Annual Conference on Social Theory, Politics, and the Arts, Washington, DC. Theme: "Art, Culture

Continued on next page

THE UCLA LEROY NEIMAN CENTER FOR THE STUDY OF AMERICAN SOCIETY AND CULTURE

Presents a conference on:

POWER IN AMERICA: THE BIG ISSUES

May 18-19, 2000

UCLA Faculty Center

The question of where power lies has always been hotly debated but recent developments have fueled the discussion and raised new issues.

These developments include the rise of the Internet, the spread of stock ownership in the United States to almost half the adult population, the critical role played by public opinion consultants in modern political campaigns, the defection of the South from the Democratic party, the impact of globalization on the modern state, the increased blurring of the lines between high and popular culture, the growing intrusion of standardized testing in the K-12 curriculum, and the rise of "informal" or non-traditional families.

The idea of the conference is to examine the question of "Who holds power in America" over several areas: politics, economics, the family, welfare, the Internet, culture, professional sports, and education.

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Robert Schapiro - Political Science, Columbia
Larry Jacobs - Political Science, Minnesota
Mark Granovetter - Sociology, Stanford
Marc Smith - First Research Sociologist, Microsoft
William Domhoff - Psychology, UC Santa Cruz
Naomi Gerstel - Sociology, U Mass Amherst
Thomas Dye - Political Science, Florida State
Cynthia Epstein - Distinguished Professor,
Graduate Center, CUNY
Larry Harper - Seattle Mariners and
President Goodwill Foundation
Louise Mirrer - Vice Chancellor for Academic
Affairs, CUNY
Jan Avgikos - Art History, Columbia
Jeannie Oakes - Co-Director Center X, Education,
UCLA
Judith Seltzer - Sociology, UCLA
Walter Allen - Sociology, UCLA
Maurice Zeitlin - Sociology, UCLA
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Jerry Rabow - Sociology, UCLA
David Halle - Director LeRoy Neiman Center,
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For more information and details on accommodations contact:

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<http://www.LeRoyNeiman.sscnet.ucla.edu>
E-mail: LNCenter@ucla.edu

David Halle, Director
Jill Stein, Executive Director
Bennie Terry III, Technical Director

Meetings, continued

and Policy: Prospects for the 21st Century." Contact: Center for Arts and Culture, attn: STP&A Conference, 401 F St. NW, Suite 334, Washington, DC 20001; (202) 783-5277; e-mail center@culturalpolicy.org.

October 25-29, 2000. American Folklore Society 2000 Annual Meeting, Columbus, OH. Theme: "Contesting Concepts of Culture." Contact: John Roberts, African and African American Studies Department, Ohio State University, 486 University Hall, 230 North Oval Mall, Columbus, OH 43210-1335; e-mail: roberts.420@osu.edu. <www.afsnet.org>

Funding

The Fulbright Scholar Program is now accepting applications for lecturing and research grants in 130 countries. Application deadlines: May 1, 2000 for distinguished chairs awards in Europe, Canada and Russia; August 1, 2000 for lecturing and research grants worldwide; November 1, 2000 for spring/summer seminars in Germany, Korea and Japan. Contact: Council for International Exchange of Scholars, 3007 Tilden Street NW, Suite 5L, Washington, DC 20008-3009; (202) 686-7877; e-mail apprequest@cies.iie.org. <www.cies.org>

Social Science Research Council. The Abe Fellowship Program supports post-doctoral research on contemporary policy-relevant issues. Open to citizens of the United States and Japan as well as to other nationals who can demonstrate strong and serious long-term affiliations in the research communities of Japan and the U.S. Applicants must hold the PhD or the terminal degree in their field, or have attained an equivalent level of professional experience. Application deadline: September 1, 2000. Contact: Social Science Research Council,

810 Seventh Avenue, New York, NY 10019; (212) 377-2700; fax (212) 377-2727.

Wellesley College. The Department of Sociology invites candidates for a two year post-doctoral fellowship provided by the Mellon Foundation. Applicants should have a PhD obtained within the past five years and should have an active research program in either comparative popular culture, or the sociology of culture, crime, law, or inequality. Beginning salary is \$33,500 with research support and faculty benefits. Send vita, three letters of recommendation, no more than three reprints or writing samples, and a statement of teaching/research interests to: Susan Silbey, Chair, Department of Sociology, Wellesley College, Wellesley, MA 02481; (781) 283-2137; e-mail ssilbey@wellesley.edu.

The Foundation for the Promotion of Social Science Research on World Society funds selected proposals for research on the structure of and change in world society. June 30, 2000 is the deadline for applications for financial support for projects to start in January 2001. Contact: World Society Foundation, Sociological Institute, University of Zurich, Raemistr 69, CH-8001 Zurich, Switzerland; 41-1-6342151; fax 41-1-6344989. <http://www.wsf.unizh.ch>

In the News

Howard Aldrich, University of North Carolina-Chapel Hill, was interviewed for a feature story in the January issue of *Civilekonomen*, a Swedish business magazine.

Karl Alexander, Johns Hopkins University, was quoted in an article on traditional and non-traditional school calendars in the October 27 *Education Week*.

Kevin Anderson, Northern Illinois University, and **Eric Plaut** had their book, *Marx on Suicide*, reviewed in the December 29 issue of the *Frankfurter Allgemeine Zeitung*.

Andrea Baker, Ohio University was quoted in the February 14 *Time* Magazine about her research on Internet relationships and spoke on the subject in "Talk of the Nation" on PBS radio. Newspapers which quoted her about the issue included *The Miami Herald* and the *Cleveland Plain Dealer*.

Shelly Brown, University of Michigan, had her research on racial composition of schools featured in the September 8 *Education Week*.

Peter Dreier, Occidental College, wrote a feature article in the February *America@Work* on the role unions can play in providing affordable housing to working class people.

Constance Gager, Swarthmore College, received nationwide newspaper and magazine coverage on her research on the time teens spend doing housework.

Toby Huff, University of Massachusetts-Dartmouth, was interviewed by the BBC World Service for a Millennium Program on Islamic Science.

Don Irish, Hamline University emeritus, was featured in a column on the *Star Tribune* on his political activism in Fort Benning, Georgia, at 80 years old.

Ross E. Mitchell and **Douglas E. Mitchell**, University of California-Riverside, had their research on traditional and year-round school schedules featured in *Education Week*, September 8. Ross Mitchell was also quoted in an article in the October 27 issue regarding the school calendar.

H. Wesley Perkins, Hobart and William Smith Colleges, had his work on the social norms approach to prevention of adolescent and collegiate alcohol abuse featured on WTVH Eyewitness News, Syracuse, New York; on 1040AM Chat Radio, Central New Jersey; and in several newspapers nationwide and in Canada.

Dudley Poston, Texas A&M University and **Toni Falbo**, University of Texas. Their research on the personality and behavioral characteristics of single and sibling children in China was featured in a major news story in the February 23 issue of *USA Today*.

Harriet Presser, University of Maryland, appeared on NBC Nightly News February 8 to talk about the high rate of divorce when spouses work late night shifts. This research also was featured in *USA Today*, February 2, and on Fox 5 TV (Washington, DC), February 3.

Kerry Ann Rockquemore, Pepperdine University, had her research on minority racial self-identification cited in a recent article in the *New York Times* on the upcoming Census.

Roger C. Shouse, Pennsylvania State University, and **Lawrence J. Mussoline**, Pine Grove Mills Area Schools, had their research on school improvement practices featured in the September 8 *Education Week*.

Charles W. Smith, CUNY-Queens College. His book, *Success and Survival on Wall Street: Understanding the Mind of the Market* was reviewed favorably in the January 31 issue of *Business Week*.

Awards

Howard E. Aldrich, University of North Carolina-Chapel Hill, was awarded the International Award for Entrepreneurship and Small Business Research by the Scientific Council of the Swedish Foundation for Small Business.

Roger Branch, Georgia Southern University, was presented with the Merito-

rious Service Award by the Georgia Sociological Association.

Jeni Loftus, Indiana University, won the Best Graduate Student Paper Award from the Midwest Sociological Society.

Henry Mullins, Mercer University, won the 1999 Georgia Sociological Association Undergraduate Student Paper Competition.

Patricia Noone, Georgia Southern University, won the 1999 Georgia Sociological Association Graduate Student Paper Competition.

Matthew Oware, Indiana University, received the Lieber Memorial Award, which recognizes the best associate instructor in the IU system.

H. Wesley Perkins, Hobart and William Smith Colleges, received the 1999 Outstanding Service Award given by the Network of Colleges and Universities Committed to the Elimination of Alcohol and Other Drug Abuse.

Caroline Persell, New York University, has been selected as one of 40 Carnegie Scholars for 2000-2001.

Scott Semau, Indiana University-South Bend, is the recipient of the University's Sylvia E. Bowman Award which honors exemplary faculty members in discipline areas related to American civilization.

John Useem and **Ruth Hill Useem**, Michigan State University emeritus, received the Michigan Sociological Association Charles Horton Cooley Award for outstanding lifelong contributions to sociological scholarship.

People

Edwin Amenta, New York University, has been named to the Editorial Board of *Sociological Methods and Research*.

Constance Gager is a visiting assistant professor in the Department of Sociology and Anthropology at Swarthmore College.

Robert W. Greene, Waukesha High School, has been appointed to the Wisconsin State Committee of Teacher Education Certification Standards.

David Levinson has been appointed Academic Vice President of Bergen Community College.

Nicole C. Raeburn will continue on the faculty of the University of San Francisco as Assistant Professor of Sociology.

Robert Wolensky, University of Wisconsin-Stevens Point, recently led UW-SP's Poland/East Central Europe semester abroad program based at Jagiellonian University in Krakow.

Members' New Books

Kevin Anderson and **Richard Quinney** (eds.) Northern Illinois University, *Erich Fromm and Critical Criminology: Beyond the Punitive Society* (University of Illinois Press, 2000).

Peter Kivisto, Augustana College, and **Georganne Rundblad**, Illinois Wesleyan University (editors), *Multiculturalism in the United States: Current Issues, Contemporary Voices* (Pine Forge Press, 2000).

Matthew Krain, The College of Wooster, *Repression and Accommodation in Post-Revolutionary States* (St. Martin's Press, 2000).

Graham Lowe, University of Alberta, *The Quality of Work: A People-Centered Agenda* (Oxford University Press, 2000).

Patrick O'Meara and **Howard Mehlinger**, Indiana University, and **Matthew Krain**, The College of Wooster (editors), *Globalization and the Challenges of the New Century: A Reader* (Indiana University Press, 2000).

Janet M. Ruane, Montclair State University and **Karen A. Cerulo**, Rutgers University, *Second Thoughts: Seeing Conventional Wisdom Through the Sociological Eye*, 2nd edition (Pine Forge/Sage, 2000).

Alvin Y. So, Hong Kong University of Science and Technology, *Hong Kong's Embattled Democracy: A Societal Analysis* (Johns Hopkins University Press 1999); Co-editor, *Asia's Environmental Movements: Comparative Perspectives* (M.E. Sharpe, 1999).

David Wagner, University of Southern Maine, *What's Love Got to do With It: A Critical Look at American Charity* (New Press, 2000).

New Publications

Cuba in Transition, Volume 9, contains selected papers and commentaries presented at the 1999 Annual Meeting of the Association for the Study of the Cuban Economy (ASCE). Papers included in the volume deal with a wide range of topics related to Cuba's economy and society. To order *Cuba in Transition, Volume 9* and earlier volumes, please contact ASCE Books, P.O. Box 7372, Silver Spring, MD 20907-7372; tel/fax (301) 587-1664; e-mail jalonso@erols.com.

Work has begun on the *Encyclopedia of Guns in American Society*, to be edited by Gregg Lee Carter and published by ABC-CLIO. Scheduled to appear in the fall 2002, it will be comprised of alphabetically arranged entries on all aspects of the subject and is intended to provide an overview of current scholarship in the field. To examine a list of current entries and submit your name as a possible contributor, please visit <http://www.bryant.edu/~gcarter>.

Summer Programs

Summer Institute, June 12-16, 2000, Portland State University, Portland, OR. Theme: "Faculty Development for Teaching, Learning, and Technology: Principles to Practice." Deadline for registration May 1, 2000. Contact: Deborah Lieberman, Portland State University, Center for Academic Excellence, P.O. Box 751-CAE, Portland, OR 97207-0751; (503) 725 5642; e-mail lieberman@pdx.edu. <http://www.oaa.pdx.edu/cae/smrinst00>.

Virginia Tidewater Consortium for Higher Education, 22nd Annual Summer Institute on College Teaching, June 11-16, 2000, College of William and Mary, Williamsburg, VA. For additional information please contact the Consortium at (757) 683-3183; e-mail lgdotolo@aol.com; <www.vtc.edu.edu>. Deadline: May 26, 2000.

Deaths

Sidney Robert Davis, Richard Bland College, died recently.

Richard A. Smith, Florida State University, died recently.

Kathryn M. Taylor, Toronto, died recently.

(Continued on next page)

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Obituaries

Kurt W. Back
(1919-1999)

Kurt W. Back, James B. Duke Professor of Sociology (emeritus) at Duke University, died August 13, 1999, in Durham, North Carolina of pneumonia following a short illness. Kurt was born and grew up in Vienna, Austria, and emigrated from there to the United States in the late 1930s with his parents as refugees from the Nazis. He entered New York University as a junior and graduated with a BS in 1938, making a career change from prelaw to psychology. He went to UCLA for graduate study, completing his MA there in 1941. Drafted into the Army in 1942, he was selected for Army Specialist Training, which sent him to the University of Iowa where he studied with Kurt Lewin and Leon Festinger. Following the war, he went to MIT for his PhD, continuing his study with the Lewin group. From the start of his graduate education at MIT, he worked on the Westgate research that eventuated in *Social Pressures in Informal Groups*. Kurt joined the Duke faculty in 1959. Before that, he had held research positions at the University of North Carolina, the University of Puerto Rico, the U.S. Bureau of the Census, Aberdeen Proving Ground, and the Bureau of Applied Social Research at Columbia. Kurt said that he moved to a university sociology department for the greater freedom to pursue general ideas and to be able to work closely with students.

Kurt's honors are many: He was named James B. Duke Professor of Sociology in 1976; he was awarded a place on the Roll of Honor of the Southern Sociological Society for distinguished scholarship; he received the Burgess Award of the National Council on Family Relations; and he was an honorary research fellow at the University of Exeter, president of the Sociological Research Association, president of Section K of the American Association for the Advancement of Science, president of the Southern Association for Public Opinion, and a member of the executive councils of the Southern Sociological Society, the American Sociological Association, the American Association for Public Opinion Research, and the Society for the Psychological Study of Social Issues.

Kurt's scholarship is so deep and prolific that it may be classified in different ways. We are struck by three themes each of which Kurt pursued in an astonishing variety of topics. To all he brought a social psychological perspective that enabled him to ask old questions in new ways and to identify novel sources of data.

(1) *Communication, interpersonal influence, and power: The MIT influence.* His concern with communication endured from the 1950 publication of *Social Pressures in Informal Groups* (with Leon Festinger and Stanley Schachter) to "Rhetoric as Communication and Performance" in 1989 (in *Communications Research*) and shaped the theory of some of his most original and lasting contributions. For example, with Reuben Hill and Joseph Stycos, he identified family dynamics as the critical influence in lowering fertility in Puerto Rico (*The Family and Population Control*, 1959). Though only marginally a demographer, Kurt brought a social psychological perspective that Charles B. Nam credits as a prime mover in the development of micro-demography. In the *June Bug* (with Alan C. Kerckhoff, 1968), the perspective was used to explain collective hysteria among textile workers.

(2) *How to know and how to describe to the reader what you know.* Kurt pursued his concern with the process of research

in a variety of ways that spanned his career. For example, he studied problems of conducting the survey on sensitive topics in a foreign language among uneducated, suspicious, and fearful people (*The Survey Under Unusual Conditions*, 1959, with Joseph Stycos); he examined role playing as a research method ("Role Playing as a Method in Survey Research" with H. Stanton and Eugene Litwak, in *American Journal of Sociology*, 1956); and he wrote on how survey data might be used as historical documents ("Survey Data as Historical Documents" in R. K. Godwin (ed.), *Comparative Policy Analysis*, 1975).

(3) *Personal dilemmas and decision making.* Kurt was fascinated by the problems and dilemmas of people who have to make choices. Examples among many are *Slums, Projects and People: Social Psychological Problems of Relocation in Puerto Rico*, 1962; "Decisions under Uncertainty" (*American Behavioral Scientist*, 1961); *Self-Help Groups: Tool or Symbol?* (With R. C. Taylor, *Journal of Applied Behavioral Science*, 1976).

Kurt was a passionate researcher, seeking to understand the human condition and to perfect ways to study and describe it, without regard to disciplinary boundaries. In his response to being awarded a place on the Roll of Honor of the Southern Sociological Society, he reflected on his motivation to do research, and cited the day-by-day work as the attraction. "There is a special satisfaction in seeing a mass of jumbled data and putting them into some order that one can explain." He went on to say "This enjoyment of putting ideas together, of seeing something comprehensible emerge from dissimilar fragments" is similar to pleasures such as following a murder mystery or solving a crossword puzzle. "This intrinsic motivation of putting symbols together, little dependent on ulterior ends, has kept me going through my various research experiences." Kurt ended his talk by clarifying that his view was not "a purist view of science for science's sake, never mind the consequences." He reasserted humanistic ideals and the means of their preservation: "In our sphere of influence they are the acceptance of the free exchange of ideas, even those to which we may object, and defend against ... totalitarian fashions that have threatened individual freedom."

Kurt raised the level and broadened the range of discussion in the Department. He was always available to share ideas and opinions on a breath of subjects. We miss him. Kurt was a true renaissance person. His mind was wedded to intellectual activity, but he was not an ivory tower thinker. He lived in this world: he enjoyed good foods (especially rich chocolates), a good murder mystery, a good movie, a good play, a good TV program. And these he enjoyed with his wife Mary Lou in a truly happy and sharing marriage. He also shared his intellectual life with his son, Allan Back, a philosopher. Mary Lou and Allan survive him.

Alan C. Kerckhoff and Ida Harper Simpson,
Duke University

Jack Scott
(1943-2000)

Jack Scott, a prominent critic of organized athletics during the 1960s and early 1970s who later gained national attention when he was suspected of helping Patricia Hearst elude capture in the Symbionese Liberation Army case, died in Eugene, OR. He was 57.

Mr. Scott was the captain of his city championship high school football team in Scranton, PA in the late 1950's and a sprinter at Stanford University. But he became disenchanted with the sports world, voicing his views in books, as well as an athletic administrator and through a sports institute. He spoke out

against authoritarian coaches, excessive commercialization in sports and the use of performance-enhancing drugs, and he called for greater inclusion of women and members of minorities in sports programs and for giving both college and professional athletes a voice in team management.

Sports, he said, should be a joyful experience oriented to participants rather than spectators.

"The beauty is in the classic struggle of man against man, man against nature, and man against himself," he said. "If you don't struggle well, you should feel badly. But you shouldn't feel badly just because you lose. The final score should be almost incidental."

Mr. Scott, who graduated from Syracuse University in 1966 and held a doctorate in sociology from the University of California, took aim at authoritarian coaches in his first book, the privately published "Athletics for Athletes."

"Lombardi and other over-authoritarian coaches have proved that heavy discipline can produce winners," he once said. "But it is also possible to learn and develop in a more free and creative atmosphere. You can be a human being without sacrificing quality."

In 1970, Mr. Scott launched his Institute for the Study of Sport and Society, which he ran out of an office above his apartment in Oakland, CA, its newsletter giving a voice to disaffected athletes and coaches. He served as an advisor to Dave Meggyesy, the pro football player who was critical of the game in *Out of Their League*.

In his book *The Athletic Revolution*, Mr. Scott wrote that intercollegiate athletics are essentially worthwhile but need to put under the same controls and guidelines as university academic departments.

After expressing criticism of Bear Bryant, the Alabama football coach, Mr. Scott drew enmity from Vice President Spiro T. Agnew, who in a speech before the Birmingham Touchdown Club in 1972 called Mr. Scott an enemy of sport, a "perma-critic" and a "guru from Berkeley."

Mr. Scott put his views to action when he served as athletic director at Oberlin College in Ohio from 1972 to 1974. He appointed three black coaches, including Tommie Smith, the sprinter who gained notoriety for his raised, gloved fist on the victory stand at the 1968 Mexico City Olympics, and he provided an enhanced role for women in Oberlin athletics.

While at Oberlin, Mr. Scott became fascinated with the persona of Bill Walton, the UCLA basketball star, an outstand-

ing athlete who also had social and political concerns, having demonstrated against the Vietnam War. When Walton was breaking into the National Basketball Association with the Portland Trail Blazers, he lived with Mr. Scott and Mr. Scott served as his business adviser.

In August 1975, Mr. Scott was in the public eye on a far larger stage, when a federal grand jury in Harrisburg, PA, subpoenaed him during an inquiry into the Hearst case. Mr. Scott later admitted to having sheltered Miss Hearst, but no criminal charges were filed. In 1984, Mr. Scott received \$30,000 in settlement of a libel suit against Miss Hearst in which he contended that in her book *Every Secret Thing* she falsely linked him to terrorist groups.

Mr. Scott later worked with world-class track athletes as a physiotherapist, specializing in the use of electric stimulation to heal injuries. He helped Joan Benoit Samuelson recover from injuries and win the first Olympic women's marathon in 1984 and treated the track stars Carl Lewis and Jackie Joyner-Kersey.

He is survived by his wife, Micki; his son, Jonah; and his daughters, Lydia and Emma.

Reprinted from the New York Times

Conrad Taeuber
(1906-1999)

Conrad Ferdinand Taeuber died September 11, 1999 in Nashua, New Hampshire. He was born June 6, 1906 in Hosmer, South Dakota, the son of Richard E. (minister) and Emmy (Mussgang). He married Irene Barnes (a demographer) on June 26, 1929 (she died in 1974); he married Dorothy Harris September 10, 1979. Taeuber received an AB in 1927; MA, 1929; and a PhD in 1931, all from the University of Minnesota. He did graduate study, 1929-30, at the University of Heidelberg; and 1930-31, at the University of Wisconsin.

In 1934, he moved to Washington, DC, and joined the federal government as an associate economist with the Federal Emergency Relief Administration. From 1935-46, he worked for the Bureau of Agriculture and from 1946-51 he served as chief of the statistics branch, Food and Agriculture Organization of the United Nations. From 1951-73 he worked for the Bureau of the Census, serving as assistant director from 1951-60, and associate director from 1961-73. During his tenure, he supervised the expansion of Census Bureau activities in the fields of racial and ethnic statistics and demographic analysis.

Following his retirement, he worked as director of the Center for Population Research at Georgetown University from 1973-80, and he later served as assistant director and senior research scholar for demography. Taeuber edited the 1950 and 1960 census monograph series, and he was the author of many articles and book chapters on demographic topics, as well as two well-known monographs on the U.S. population, *The Changing Population of the United States* (1958) and *People of the United States in the Twentieth Century* (1971). At the Census Bureau, he encouraged staff to prepare non-partisan analytical reports that responded to public policy issues. He also participated in the introduction of mail enumeration. His many articles and publications set the Census Bureau's standard for objective, incisive analysis. The Population Reference Bureau in Washington, DC has recently named an endowed chair in his honor.

Taeuber was a member of the Cosmos Club in Washington, DC, the District of Columbia Sociological Society, and the American Sociological Association. He was the recipient of the University of Minnesota award in 1951, the Exceptional Service award from the Department of Commerce in 1963 and the Distinguished Career Award for the Practice of Sociology in 1986. He also was a member and former president of the Population Association of America, a member and past president of Inter-America Statistical Institute, an active member of the Rural Sociology Society, the International Statistical Institute and the Sociology Research Association.

Survivors include two sons and daughters in law; four stepchildren, and their spouses; 11 grandchildren, 20 great-grandchildren; and a sister, Emmy Anderson of San Rafael, California.

Rabel Burdge and Barbara Broughton

Correction

In the March 2000 issue of *Footnotes*, the story on Washington, DC listed author Kinuthia Macharia's affiliation as American University and the World Bank. He is a full-time faculty member at American University and only consults for the Bank. He can be reached at kmachar@american.edu.

The website address for *The Credit Card Nation* was listed incorrectly in the March 2000 issue of *Footnotes*. The correct address is <<http://www.creditcardnation.com>>.

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For more information contact Paul D. Allison, 3718 Locust Walk, Philadelphia, PA 19104-6299, 215-898-6717, allison@ssc.upenn.edu, www.ssc.upenn.edu/~allison/. Fee for each course is \$900.

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Edited by James Ostrow, Gary Hesser, and Sandra Enos. Published by the American Association for Higher Education in cooperation with the American Sociological Association. This volume is one in a series of 18 volumes covering a range of specific disciplines. The book explores the use of service learning to critically examine social life, the pedagogical advantages of service learning, and action or change-oriented research. It also includes a bibliography and 3 sample syllabi. 228 pp., 1999

The Social World of Higher Education

\$53.00/\$63.00

Edited by Bernice A. Pescosolido and Ronald Aminzade. This publication's purpose is to help understand the dynamics of social change in higher education and challenges posed by the new century. It combines a set of broader essays with a collection of readings and tips on a variety of teaching issues. 646 pp., 1999

Sociology Student Cub Tool Kit

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Created by Steve Hoffman. A collection of information to help departments strengthen the professional socialization of their students, starting with student handbooks, clubs, and special activities. 26 pp., 1999

UPDATED EDITIONS

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Edited by Gerry R. Cox and Robert A. Bendiksen. Overview of the sociology of death and dying designed to help the novice teacher. This collection contains syllabi for courses on death and dying, or modules within another course. Contains class projects, teaching techniques, resource organizations, journals, programs, and bibliographies. 145 pp., 2000

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Edited by Ginger E. Macheski, Kathleen S. Lowney, Carmen Knudson-Martin, and Michael Capece. Contains 4 essays, 8 syllabi in lower division courses and 8 syllabi in upper division courses. Plus, there are sections on "Projects and Assignments," "Websites, and Bibliographies."

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Edited by Scott Sernau, this publication contains 8 essays, 20 syllabi, and an audio-visual resource section. 189 pp., 2000.

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2000 Annual Meeting

Special Roundtable on "New Directions in Sociology"

Deadline extended to June 1

The deadline for submissions to the special roundtable on "New Directions in Sociology for the New Century" has been extended to June 1, 2000. For complete information, see February 2000 Footnotes (page 16) or the ASA website at www.asanet.org.

2001 Annual Meeting

Additional Sessions Invited

July 1 Deadline

The 96th Annual Meeting will be held on August 18-22, 2001, in Anaheim, California. The 2001 Program Committee, chaired by Douglas Massey, seeks additional suggestions for topics and organizers of the following types of invited sessions:

- Special Sessions (invited panels on any topic in sociology)
- Author Meets Critic Sessions (book publication date must be 1999 or later)
- Professional Workshops (career development and professional resources)

Session proposals should provide the following information:

- (1) working title for the session,
- (2) brief description of the substantive focus,
- (3) rationale for inclusion of the session on the 2001 program,
- (4) recommendation(s) for session organizer, including address, telephone, and e-mail information, and
- (5) a list of potential participants.

Proposals must be typed or printed and should be no more than two pages in length.

Session proposals must be submitted no later than July 1, 2000.

Proposals will be reviewed at the last meeting of the 2001 Program Committee this summer.

Send suggestions to the attention of: Janet Astner, Meeting Services Director, American Sociological Association, 1307 New York Avenue NW, Washington, DC 20005-4701, USA; meetings@asanet.org; fax (202) 638-0882.

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Footnotes

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