

Footnotes



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Candidates Announced for Offices, Council, Committees

Candidates for all ASA Offices, Council, the Committee on Publications, the Committee on Nominations, and the Committee on Committees are as follows:

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William A. Gamson, Boston College
Charles Tilly, New School for Social Research

Vice President-Elect

Barrie Thorne, University of Southern California
Charles V. Willie, Harvard University

Council

Joan Acker, University of Oregon
Reynolds Farley, University of Michigan
David L. Featherman, Social Science Research Council
Katrina Johnson, National Institute on Aging

Ida Harper Simpson, Duke University
A. Wade Smith, Arizona State University
Charles U. Smith, Florida A & M University
Maxine Baca Zinn, Michigan State University

Committee on Publications

Andrew Abbott, University of Chicago
Ronald Angel, Rutgers University
Paula England, University of Arizona
Harvey Molotch, University of California-Santa Barbara

Committee on Nominations

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Carroll L. Estes, University of California-San Francisco
John Clark, University of Oregon
District 2
Penelope Canan, University of Denver
Karen Miller, Arizona State University

District 3

Joan Moore, University of Wisconsin-Milwaukee
Pamela Oliver, University of Wisconsin-Madison

District 4

Janes D. Orcutt, Florida State University
Richard L. Simpson, University of North Carolina

District 5

Silvia Pedraza, University of Michigan
Pamela Wallers, Indiana University

District 6

Florence B. Bonner, Howard University
William W. Falk, University of Maryland

District 7

Catherine White Berheide, Skidmore College
Christine Bose, SUNY, Albany

District 8

Aune Foster, Rutgers University
Viviana Zelizer, Princeton University

Committee on Committees

District 1

Hardy T. Frye, University of California-Berkeley
Lionel A. Maldonado, California State University-San Marcos

District 2

Benigno E. Aguirre, Texas A & M University
Morrison G. Wong, Texas Christian University

District 3

Cedric Herring, University of Illinois-Chicago
Mary Ann Lamanna, University of Nebraska

District 4

Robert Davis, North Carolina A & T State University
J. Allen Whitl, University of Louisville

District 5

Robert Newby, Central Michigan University
Theodore Wagenaar, Miami University

District 6

Linda M. Burton, Pennsylvania State University
Gwendolyn L. Lewis, U.S.D.A.

District 7

Glenna Spitze, SUNY-Albany
Richard Willigms, SUNY-Stony Brook

District 8

Beth Mintz, University of Vermont
Wayne J. Villenez, University of Connecticut

These candidates have been nominated by the Committee on Nominations and, in the case of itself, by the At-Large Members of Council. As stated in the By-Laws, additional candidates may be nominated through the open nominations procedure. Petitions supporting candidates for the offices of President and Vice-President must be signed by at least 100 voting members of the Association; petition candidates for other positions must receive the support of at least 50 voting members. All petitions must arrive in the Executive Office by January 31, 1992. □

Julia Wrigley to Edit *Sociology of Education*

by Edna Bonacich, University of California-Riverside

Sociology of Education is coming under new editorship. Julia Wrigley is taking over from Philip Wexler. Julia and the journal will be located at the Graduate Center of the City University of New York (CUNY). This summer Julia left the University of California-Los Angeles, where she held a joint appointment in the school of education and the sociology department, and where she recently served as the Acting Director of the Center for the Study of Women, to take up a position in sociology at the CUNY Graduate Center.

Julia's concept of the sociology of education has always been broad and innovative, as shown in her own research and publications. Her first book, *Class Politics and Public Schools*, was an historical investigation of conflicts over the curriculum, funding, and control of the Chicago public schools from 1900 to 1950. Her research shows how, during certain periods, the working class of Chicago actively articulated and fought for an alternative agenda for the schools from the one put forward by powerful business interests. The book contributed to an ongoing debate over the extent to which working-class groups had fought for public education or had it imposed on them. This in turn was part of a larger debate on class control over the state. The work challenged our taken-for-granted assumptions about the way schools ought to be organized, and revealed that alternative models have existed in U.S. history. The educational institutions that we have today are far from inevitable. They have been, and still can be, contested.

Along a similar theme, Julia has analyzed the ways different kinds of knowledge have been defined as suitable for different social classes. She researched mechanics' institutes, i.e., working-class institutions that sprang up in 19th century



Julia Wrigley

England with the goal of teaching natural science to artisans. These institutes posed an alternative to conventional limits on the distribution of knowledge. Julia

explored the social circumstances that made artisans believe natural science to be their rightful subject, and the way this vision lost out in Britain.

Julia has also explored the intertwining of class and race in relation to education, largely through an analysis of the Boston anti-busing movement of the mid-1970s. This movement has been interpreted in quite different ways by different writers, several of whom have minimized the racial aspects of the conflict. Julia interviewed many of the leaders of the protest, along with grass-roots activists, and analyzed the anti-busing movement as an effort to maintain entrenched patterns of state-supported segregation. She considers how both class and gender issues helped shape a movement that was centrally concerned with racial privilege and the state's role in maintaining or undercutting it.

See Wrigley, page 5

Demystifying the ASA Committee on Professional Ethics

by J. Michael Arner, Chair, Committee on Professional Ethics

The Committee on Professional Ethics (COPE) is a bit of a mystery to most members of the ASA. Maybe some prefer it that way . . . like drivers who would just as soon not know what traffic court is all about. But contrary to images ASA members may have, COPE is not a shadowy watchdog group policing the professional behavior of members. Nor is it a moralistic high court dealing with the nasty business of adjudicating misdeeds and meting out punishment for guilty parties. Rather it is a group of colleagues who mainly help to remedy and resolve complaints of ethical violations against members of the ASA.

Procedures. How does COPE go about accomplishing this objective? In general, when an inquiry or complaint is received by the ASA office, a determination is made whether the alleged violator is a member of the Association; if so, the person making the inquiry is sent a copy of the Code of Ethics and requested to specify in writing the sections that are believed to have been violated. After receiving this formal and specific complaint, the chair of COPE and the ASA Executive liaison determine whether or not the complaint is in fact covered by the Code. If it is and the problem cannot be readily resolved through communications with the chair and liaison, the accused person is sent the entire complaint and is requested to respond

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The Executive Officer's Column

Most of you have undoubtedly heard or read about decisions emanating from the National Institute of Child Health and Human Development (NICHD) regarding continued support of social research on adult and adolescent sexual behavior. We are now confronted with a difficult situation where policymakers, in the face of experiencing discomfort about a message (in this instance, the realities about sexual patterns and practices), limit the production of sound knowledge and essentially beat up on the messenger. How sad indeed for the integrity of science, for the health and welfare of society, for our national commitment to procedural fairness, and for our very trust in public officials.

As reported in September *Footnotes*, ASA Council without dissent passed a resolution in August censoring "the unprecedented and egregious action of HHS Secretary Louis Sullivan in rescinding an approved grant, the American Teenage Study (ATS), which was awarded to the University of North Carolina-Chapel Hill, following peer review and approval by the NICHD Advisory Council and the NICHD Director." The resolution went on to emphasize that "[t]his action is a serious threat to the integrity of the peer review process and the independence of scientific thought, and represents political intrusion into scientific research." Council's resolution says it all. Whatever are our individual areas of research, teaching, policy, or practice, as sociologists and as concerned citizens, we are all adversely affected by acts and maneuvers aimed at imposing a political agenda on what is essentially a scientific activity.

Since Council's resolution in August, the picture has worsened, and there is cause for alarm. Problems continue in both Congress and HHS for research on sexual behavior. On September 12, the Senate passed an amendment to the Labor, Health and Human Services, Education, and Related Agencies Appropriations Bill which would transfer \$10 million earmarked for research to be funded by the NICHD to the Adolescent and Family Life Program (AFL) in the Department of Health and Human Services. AFL supports teenage pregnancy prevention (abstinence-only) programs and not broad-gauged, basic research. What was and is at issue is not the merits of this or any other prevention program, but the fragility of support for research generally and social research in particular on topics (like sexual behavior) that create discomfort or challenge strongly held beliefs or assumptions. Fortunately, with strong backing from important members of Congress, the effort to transfer funds away from NICHD was averted in conference committee. But unfortunately, the conference committee report also barred NICHD from funding an important Survey of Health and AIDS Risk Prevalence (SHARP) on adults as well as the ATS research.

Both the adolescent and the adult surveys were projects that had been approved at NICHD and received extremely strong support through peer review. The message from the derailment of the ATS and SHARP studies was and is chilling in and of itself. But, this is not the only cause for alarm. Most recently, in the shadow of such Congressional activity and with evident apprehension about further reversals from Secretary Sullivan, officials at NICHD put on indefinite hold another major study of the social organization of sexual behavior to be undertaken by a team of investigators at the University of Chicago. This study too had been



recommended for support through the most rigorous standards of peer review. These actions do not augur well at all for science or for the peer review process that should help to insulate science from political encroachment. Further, despite the obvious importance of such information to critical public health concerns (e.g., unintended pregnancy, sexual abuse, AIDS, the transmission of HIV infection and other sexually transmitted diseases), our society is for now to be denied this knowledge.

As I view this situation from the Executive Office, all signs suggest that the climate will not easily improve. It has recently been reported that the results of an important, federally funded study of child care are being contained because of what appears to be findings that are at odds with the views of the agency providing the funding. Such occurrences are very serious and require our engagement and action. As a learned society and discipline, we need to protect the free exploration and flow of ideas and the advancement of knowledge about all topics of importance, whether or not these topics are harmonious with the values of certain interests or groups. Given concerns about political correctness, it is ironic that a litmus test of political preference is being applied with adverse consequences for science, for the ethical pursuit of research, and for the development of information that is essential for dealing with a major health crisis in our nation. The revelation that basketball hero Magic Johnson tested

HIV-positive only underscores how serious it is to live in ignorance about fundamental aspects of human sexual behavior and social exchange.

At the present, reinstatement of these projects seems remote, but we should not abandon the cause. In an attempt to protect against this problem in the future, efforts are now underway to include legislative language in the Senate version of the NIH reauthorization bill directing HHS to conduct research on human sexual behavior. After much debate a reauthorization bill passed in the House last August with an amendment (proposed by Rep. Henry Waxman, D-CA) that allows for funding such research when it meets peer review standards and advances public health concerns. Now we must work together to insure that similar legislation is adopted by the Senate. Such legislation is currently under consideration in the Senate Labor and Human Resources Committee. A decision is expected by that Committee in February; therefore, direct action from sociologists can matter now.

For the immediate future, I wish I could be more optimistic about the fate of ATS, SHARP, and related research on social networks and sexual behavior. In the face of the political violence of 1968 surrounding the assassinations of Martin Luther King and Robert Kennedy, there was a compelling Herb Block cartoon of the Lincoln Memorial with President Lincoln holding his head in his hands in grief and dismay. As news spread this past July about the cancellation of the ATS study and the likely threat to all social research on sexual behavior, I found myself walking past the statue of Albert Einstein, who sits on the lawn of the National Academy of Sciences (just steps from the Lincoln Memorial). He too for just one moment seemed to be holding his head in disbelief.—*Felice J. Levine* □

SAN Update

by Rose Weitz, Arizona State University

The Sociologists' AIDS Network (SAN) was founded at the 1986 ASA Annual Meeting. Our purposes were and are to share knowledge about AIDS research and funding opportunities, disseminate expertise concerning methodological issues in HIV-related research, encourage publication of sociological research on HIV disease, facilitate teaching about HIV disease within sociology, and encourage our professional organizations to take a stand on issues related to HIV disease.

In these five years, we have made significant progress towards reaching these goals. We regularly publish a newsletter which keeps us informed about each other's work and about HIV-related publications, grant opportunities, and so on. To facilitate networking, we also publish and distribute a membership directory that lists our research and teaching interests. To encourage teaching about HIV Disease, SAN co-sponsored with the ASA a set of syllabi and teaching materials on the subject. SAN members have also written articles on teaching about HIV disease which have appeared in *Teaching Sociology*. SAN has taken several steps to encourage research on HIV disease. The organization played an instrumental role in encouraging *Social Problems* to publish a special issue on HIV Disease, and our members helped by serving as reviewers. We have also worked each year with ASA and SSSP to increase substantially the number of meeting sessions on HIV Disease. This past year, we also held workshops during the ASA meetings on methodological issues in researching HIV disease and on teaching about HIV disease. We have been less active in lobbying, but have taken such actions as proposing that ASA communicate to President Bush, to the Secretary of Health, to the Public Health Service, and to the Centers for Disease Control (with a copy to the International AIDS Society) our recommendation that all restrictions on the entry of HIV-antibody positive visitors to the United States be removed immediately. (This resolution passed unanimously at the last ASA business meeting.)

SAN will be working on several new projects this year. First, we are soliciting information from people who teach about HIV disease. This information will be collated into a contact list which we will distribute. The list will provide information about teachers and their courses and can be used for informal networking about teaching issues. Persons who are interested should write to Theresa Labov, University of Pennsylvania, Philadelphia, PA 19104-6299. Second, we have created a travel award to be given to one student annually to present a paper on HIV-related issues at a professional meeting. An official announcement regarding this award is forthcoming. We also hope during the coming year or two to work on updating the HIV syllabi set, offering teaching workshops on HIV Disease at the ASA and regional meetings, encouraging more special issues or sections of issues on HIV Disease, and beginning to encourage further teaching and research on HIV disease at the regional meetings as well.

SAN remains a small organization with less than 100 members. In some ways, this is our weakness, but in other ways, it is our strength. It is easy to become involved, easy to make an impact, easy to network with others who can help you and whom you can help. To join, send a check for \$10 (or \$5 for students) to Debbie Indyk, 662 Queen Anne Road, Teaneck, NJ 07666. Memberships run from January to January. Please get in touch with me if you would like to help advertise SAN at the regional meetings, to consider offering a workshop on teaching or research strategies, or to propose any other projects. I can be reached at Department of Sociology, Arizona State University, Tempe, AZ 85287-2101; (602) 965-6579; Bitnet ATRXW@ASUACAD. □

Thank You!

The ASA recognizes the following colleagues who made contributions to the American Sociological Foundation, the Minority Fellowship Program, the Teaching Endowment Fund, and COSSA. Thank you.

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Lynne B. Bronner	Robert Herman	Marion Quellmalz
Leonard Broom	Beth Hess	Howard M. Rebach
Cynthia S. Burnley	Joan Huber	Gabino Rendon
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The Sociology of Children: A New ASA Section Progress Report

by Gertrude Lenzer, Brooklyn College, and the Graduate School and University Center, CUNY

This is a brief report on what has happened since "The Sociology of Children: A New ASA Section?" was published in the August 1991 issue of *Footnotes*. The responses came in by return mail as it were and letters are still arriving. These replies are enthusiastic and extremely encouraging. In fact, the idea of a Sociology of Children Section appears to be well on its way to becoming a reality.

Quite a number of colleagues from across the country wrote letters in support of establishing the Sociology of Children as a new theoretical and empirical interdisciplinary field of study within sociology and in favor of such a Section within ASA. On the basis of these letters and other communications it appears that there exists a genuine need for a Sociology of Children which could help bring together the diverse and often fragmented research on children. Many colleagues have also indicated their willingness to help with the organization of the new Section. In addition, as a result of the good offices of Barrie Thorne (University of Southern California) and help from Caroline Bugno at the ASA, more than 70 signatures in support of an ASA Section on

the Sociology of Children were collected at the meetings in Cincinnati.

Submission of a Petition to ASA

On September 26 these signatures and the names of those other colleagues who had written in support of such a section were sent together with a formal petition to ASA. It is my understanding that the petition will be submitted to the Committee on Sections and then to Council at its meeting in January 1992. If approved, this will mean that interested colleagues will be able to have an organizational meeting in Pittsburgh next August. The ASA then also requires the recruitment of 200 members, a roster of officers and bylaws for the new section to be prepared for action for the meeting of Council in January 1993.

Recruitment

Although I am quite happy to do some of the groundwork, it would be much appreciated if colleagues who are willing to be involved in the establishment of this new section came forward. Eventually we shall need a Nominations Committee, officers for the Section, colleagues to help write the bylaws, an editor for the newsletter, etc. The most important task appears to be the

recruitment of members for the new section as soon as possible.

Plenary Session on Children and Youth in Crisis

Another important development is that the Program Committee, at the request of Professor James Coleman, President-Elect, agreed to a Plenary session on "Children and Youth in Crisis" for the meetings in Pittsburgh. Felice Levine, ASA Executive Officer, will organize this Plenary Session.

International Linkages

Just before this went to press, we learned that a European group of sociologists made a request to establish an ISA Thematic Group on Sociology of Childhood. Members of the Thematic Group will be meeting at the next World Congress of Sociology in 1994 for the purpose of discussing the sociology of childhood as a new sociological perspective on childhood. I am establishing contact with them in order to link our undertaking with theirs.

Sociology of Children Network Directory, Research Inventory, and Bibliography

In conversations with interested colleagues a quite exciting idea emerged. A

number of them felt that it would be very beneficial if we—in order to overcome the fragmentation of research endeavors dealing with children—established a network of colleagues who are involved in doing research on children. In particular, this would entail a directory of names, research areas and lists of publications of sociologists and others working in this area. The idea appears to be a very good one. Such a Sociology of Children Network Directory, Research Inventory and Bibliography could become an important vehicle for facilitating communications and collaboration and would further the integration of the new field. I would be willing to make a beginning with the establishment of such a Sociology of Children Network Directory, Research Inventory and Bibliography. If you share an interest in this undertaking, please send me:

- (1) A brief description of the specific research you are actually doing work in or would like to work in;
- (2) An annotated bibliography of your published work and papers in this area;
- (3) If possible, copies of your publications;
- (4) Also, if you are interested in collaborating in putting together the Sociology of Children Network Directory, Research Inventory and Bibliography, please let me know.

I believe that as soon as the Sociology of Children Section is fully established, the Section could take over the continuation of this endeavor. In the meantime, however, collaborative efforts could start immediately and be of good use to everyone doing work in this area.

Please direct all communications to: Gertrude Lenzer, Department of Sociology, Brooklyn College, Brooklyn, NY 11210; (212) 865-6853. □

Hofferth to Give Jensen Lectures

Sandra L. Hofferth has been selected to present the 1990-91 Jensen Lectures. Her topic is "Making Time for Children: Family Decisions about Employment and Child Care." The Jensen Lectureship, jointly sponsored by ASA and Duke University, was established to encourage and increase visibility of sociological investigations which enrich the common good. The Lectures are concerned with research that contributes to the discipline's goal of providing social action with rational grounding in tested knowledge. A series of four lectures will be presented, three at Duke University next spring, the fourth at the August 1992 meeting of the ASA.

Hofferth has served as health scientist administrator at the National Institute of Child Health and Human Development and is currently Senior Research Associate at the Human Resource Policy Center of the Urban Institute. Her research has dealt largely with adolescent sexuality, pregnancy and child-bearing, women's labor force participation, and child care. While at NICHD she co-edited and wrote a major portion of the final report of the National Academy of Sciences Panel on Adolescent Sexuality, Pregnancy and Child-bearing (*Risking the Future*). Her work at the Urban Institute has included two major national surveys of the supply of and the demand for child care. Those surveys will provide a substantial basis for her Jensen Lectures.

Hofferth is the third Jensen Lecturer. The first was Peter H. Rossi whose topic was "Homelessness in America." The book based on those lectures, *Down and Out in America*, was published in 1989 by the University of Chicago Press. Gary T. Marx was the second Jensen Lecturer. His topic was "Surveillance and Society in an Age of Technology." A book based on his lecture is currently in preparation. □

The ASA Honors Program: Strong At Its 19th Year

by David Bills, University of Iowa

The Honors Program of the American Sociological Association capped its eighteenth year of operation with a challenging and rewarding week at the ASA convention in Cincinnati. Some 45 new members and several returning members worked collaboratively and enthusiastically, and came away with a stronger sense of what our discipline is all about.

As Director of the Honors Program, I am often struck by how little many ASA members know about the program. The Honors Program began in 1974 as a teaching demonstration for introductory sociology under the direction of John Shope. Under the subsequent leadership of Bill Brown and Burton Wright and the continuing support of the ASA, the program has matured to the point that it is now an important part of not only the Annual Meetings, but the careers of the students participating in it.

The purpose of the Honors Program is not simply to single out the "best and the brightest" for special treatment. Rather, we hope to help socialize new members into the profession by providing them with a rich set of experiences at the Annual Meeting and beyond. Our goals at the Cincinnati meetings were to both carry on the traditions of the program and to continue to develop new directions. The students learned about the structure and operation of the ASA from Carla Howery and listened to Stanley Lieberson's candid and honest reflections of his experiences as ASA President. Camille Miller, Steve Steele, and Earl Babbie generously gave of their time to speak with the students. Many of the students participated in paper sessions or roundtables sponsored by the Honors Program.

Probably the biggest benefit afforded to Honors students is that they begin to establish a place in a network of colleagues who are at similar points in their careers. Past students in the program have often described to me how enduring these relationships have been. Students have kept in touch with each other and with me throughout the year, as friends, collaborators, and critics.

I think the students in Cincinnati learned much from their participation in the

Honors Program, but we also have much to learn from them. All came away with excitement and a renewed sense of commitment and purpose, but many, too, were struck that sociologists (even prominent sociologists) do not always behave well towards each other, often present papers indifferently, and often fail to listen to opposing views. Of course, these are important lessons.

Planning for the 1992 Pittsburgh meetings is already underway. The officers of the Honors Program Student Association (a remarkable group) will hold a mid-year meeting in Buffalo, New York. It's exciting to watch students grow into positions of genuine leadership and responsibility.

Merton Receives Award on 50th Anniversary of Focused Interview

by Albert E. Gollin, Newspaper Advertising Bureau

Robert K. Merton, Columbia University Professor Emeritus, was the recipient of a special award of the Qualitative Research Consultants Association at a luncheon held in his honor on September 13, 1991, in New York City. QRCA, whose membership consists primarily of focus group moderators, was celebrating the 50th anniversary of the night in November 1941 when Merton, at the instigation of Paul F. Lazarsfeld, his new-found colleague in Columbia's sociology department, undertook the challenging task of codifying the process of intensive interviewing of a group of individuals. From this unplanned beginning emerged a manual of interviewing problems and procedures for the Bureau of Applied Social Research at Columbia, later published as *The Focused Interview* (Free Press, 1956), co-authored by Merton, Marjorie Fiske and Patricia L. Kendall.

In his introduction to the book's second edition (Free Press, 1990), Merton traces the diffusion of this technique from Morning-side Heights to Madison Avenue and beyond: how the manual's "focused" interview became the book's "focused" interview, and subsequently (via the agency of their chapter on "the group interview") the focus group. At the QRCA luncheon, three

Who should apply to the Honors Program? The Cincinnati cohort was a diverse group from a diverse range of institutions. Formally, applicants are either seniors or graduate students, but students in more nontraditional settings, such as community colleges, are also invited to apply. I hope to select students for the Pittsburgh meetings who will make lasting contributions to sociology and to society, in both academic and applied settings.

Students who are interested in applying or faculty who wish to nominate students can receive more information from David Bills, N426 Lindquist Center, University of Iowa, Iowa City, IA 52242 (319) 335-5366. □

speakers highlighted the applications of focus groups to three distinct spheres: Larry Chiagouris of Backer Spielvogel Bates to advertising, Jim Miller of ADAMIA to the "social marketing" of public health programs, and Vince Vaccarelli of Xerox to international marketing.

In his response, Merton linked focus groups to other modes of knowledge production and hypothesis testing, stressing the "methodically continuous interaction" between the qualitative and the quantitative. He emphasized the point that the focused interview and the focus group are emicentric research procedures that, having been put to good use in the public sector and academe, plainly need not be confined (as they still largely are) to a range of private-sector marketing problems. Merton also affirmed the value of two-way traffic between the academic and practitioner realms, alluding to the pioneering efforts at the Bureau under Lazarsfeld, in the "ancient days" of severely limited support for social science, to design and carry out studies that both advanced the academic missions of research and training and met the practical goals of cost-effectiveness and utility in decision making.

A commemorative publication incorporating the text of remarks by the speakers is available from QRCA (PO# 6767, FDR Station, New York, NY 10022). □

Recruitment and Retention of Women Sociologists

A report of the ASA Committee on the Status of Women in Sociology

The ASA Committee on the Status of Women in Sociology decided to focus on a major issue affecting women sociologists—how to improve recruitment and retention of women faculty (and graduate students) in graduate sociology departments. This committee project was undertaken in conjunction with another, studying past progress of women in academic employment.

To determine strategies of recruitment and retention that work, the Committee interviewed individuals involved in serious discussions of the issue, as well as representatives of sociology departments that have implemented policies and programs to hire and retain women faculty. Many valuable ideas were suggested, some of which pertain to strategies at the departmental level. This report summarizes the most frequently mentioned strategies productive at the departmental level. Most issues apply to young, untenured male faculty and minorities as well as to women; however, in many instances, women and minorities are especially disadvantaged and therefore more likely to benefit substantially from the implementation of these strategies.

Recruitment of Women Faculty and Graduate Students

(1) Location of a suitable position for the spouse is a major issue in recruiting women. Departments can be more successful, and aid women, by openly addressing this issue. Some examples of facilitating actions are greater flexibility in hiring spouses within the same department, actively helping place the spouse within the university, and making job contacts in the community for the spouse.

(2) Departments need to establish affirmative action officers to assure that all recruitment committees make a serious effort toward women (and minorities).

(3) Recruitment efforts should utilize formal lists of women sociologists (such as the SWS membership list of women faculty and graduate students).

(4) Departments should aim to hire two or more women sociologists in order to reduce their isolation.

(5) Accomplishments, rather than prestige of past affiliations, should be given greater weight in recruiting faculty. Frequently, because of family commitments, highly qualified women, many of them already published, are graduating from second-tier institutions rather than from the top ten. If a department is serious about hiring women, it should canvas these schools.

(6) Serious efforts to remedy the relative lack of women in sociology require more flexibility both in training programs and in the probationary period before tenure for faculty. Because graduate school and junior faculty status frequently coincide with child-bearing and rearing, and women usually have greater responsibility for these, to facilitate women's successful career entry, graduate programs should not insist on a rigid lock-step system for completing degrees or for achieving each step of faculty status.

(7) Prohibitions against age discrimination are strongly supported for all sociologists. Women candidates will be facilitated especially by the enforcement of prohibitions against age discrimination since women sociologists are frequently

older than their male career counterparts.

(8) During job interviews women (and minority) candidates should have the opportunity to meet women (and minority) faculty in the department and elsewhere on campus.

Retention of Untenured Women Faculty and Graduate Students

(1) A mentoring system is the number one strategy for retention. While mentoring often happens spontaneously, structuring the faculty mentoring process ensures that it occurs. Ideally, the mentor should be a respected, senior member of the faculty, and not part of a political faction that might work against the junior member later. The Department Head should insure that such a system operates. The functions of the mentor are as follows:

- to read and critique research ideas, proposals, and papers of the untenured faculty,
- to counsel the individual on the process of writing and submitting papers and monographs to journals and publishers,
- to encourage the submission of papers to appropriate conferences,
- to advise the person on the tenure process,
- to suggest how best to allocate time to committee work, departmental responsibilities, and teaching functions, and
- to advise her about the political climate of the department and how to avoid pitfalls.

(2) Protecting all junior faculty against excessive departmental and university committee assignments is imperative. Women (and minorities) are especially vulnerable to these demands because affirmative action policies often require their membership on committees and

because they are found more frequently in joint programs and therefore are doubly pressured for such service. Advisor roles and administrative tasks should be reserved for tenured faculty or should be rewarded appropriately.

(3) Course loads should be light for untenured faculty to maximize publications and courses should be in the areas of expertise of the faculty member, confined to as small a preparation load as possible.

(4) In many instances, faculty begin their families during their untenured years. Thus, departments that intend to promote women need to be flexible and accommodate to the sometimes conflicting responsibilities of family and career. While untenured male faculty also are frequently building families during these years, women generally bear the major responsibility. One particularly helpful strategy of some departments is providing an additional year or two before tenure review for faculty bearing children. Institutions providing child care facilities ease the work of young women faculty especially.

(5) Women (and minorities) frequently specialize in areas traditionally not considered "mainstream," such as gender (or ethnic) relations. In addition, women (and minorities) more often use qualitative methodologies. It is important for departments to respect these research specialities and methodologies and to work to establish their credibility at higher administrative levels in the review process.

(6) Equally important, departments should not assume that women (and minorities) will necessarily teach courses on gender roles (minority issues).

(7) Sexual harassment policies must exist, be widely disseminated and strictly enforced.

(8) Departments should make every effort to offer paid research leaves to

faculty before tenure decisions to assist in publication efforts.

This document was drafted by Helen Rose Ebaugh, University of Houston, then Chair of the Committee on the Status of Women in Sociology. The Committee reviewed and approved the Report. □

Singout on Sociology

Should it be of any interest, here are the lyrics to Win Strack's "The Sociologist Song." I have received oral clearance from Ray Nordstrand, the host of "The Midnight Special," to transmit them to you. If you have further questions, contact Nordstrand directly at WFMT, 303 East Wacker Drive, Chicago, IL 60601; (312) 565-5000.

"The Sociologist Song" by Win Strack

I'll never be a preacher
And this is the reason why
A preacher's always talkin' 'bout
that pie up in the sky

I'm so glad
I'm a sociologist
I'm so glad
I'm a sociologist
I'm so glad
I'm a sociologist

'cause architects are always hexed
by an edifice complex

I'm so glad
I'm a sociologist
I'm so glad
I'm a sociologist
I'm so glad
I'm a sociologist

For we discount most morality
And we glorify venality
Even dabble in bestiality

I'm so glad
I'm a sociologist
I'm so glad
I'm a sociologist
I'm so glad
I'm a sociologist

I'll never be a journalist
They are so awfully solemn
Poor Ann Landers has to cut
the best out of her column

I'm so glad
I'm a sociologist
I'm so glad
I'm a sociologist
I'm so glad
I'm a sociologist

You may think it very odd of me
But my specialties are sodomy
and incestuous endogamy

I'm so glad, etc.

I'll never be a psychiatrist
I'd rather be a man
Who smiles and frowns when someone talks
And doesn't go deadpan

I'm so glad, etc.

We've got studies in fertility
And industry mobility
Even premature senility

I'm so glad, etc.

I'll never be a burglar
For if to jail I'd go
I'd have to face sociologists
and tell 'em my tale of woe

I'm so glad, etc.

We've got criminal psychology
We've got cultural anthropology
Even Soviet demonology

I'm so glad, etc.

I transcribed these lyrics myself from a tape of the July 3 "Midnight Special." Any errors in this process are my doing. I have no idea if this song was ever published.

Mitchell A. Pravatiner, Liaison Director, Chicago Sociological Practice Association □

Membership Committee Initiatives for Graduate Students, Campus Reps

■ ASA's Membership Committee is continuing its graduate student initiative. Area Representatives have been asked to schedule a visit to a graduate sociology department for the purpose of promoting ASA membership, while at the same time helping to socialize the students into the profession. If an Area Representative calls to discuss the possibility of a visit, please consider how best the Area Representative may help you in terms of your department's unique needs and concerns. If you wish to have an area representative visit, feel free to call your area representative. Or, if you are unsure as to who your representative is, contact the Area Rep Coordinator, Barbara Karcher at (404) 423-6227 (see address below). If you have a graduate student who would like to be more involved in ASA, consider nominating him/her to be a campus representative for ASA.

■ ASA's Membership Committee has approved the continuation of the campus reps project as a potentially valuable means of increasing the local visibility of ASA, of making ASA more responsive to local concerns, and of providing increased participation for more ASA members in the life of the Association. Campus reps are still located mainly in Virginia and Georgia, as a continuation of the pilot program

that began in 1990-91. Several others now serving in other states volunteered in response to an item in *Footnotes* a year ago. Campus reps have done a census of sociologists on their campuses, have surveyed these individuals, members and non-members, in terms of their feelings about the ASA, have provided ASA membership materials and other brochures to their colleagues, have distributed *The Student Sociologist* newsletter. New thrusts include the possible appointment of graduate student members as ASA campus reps and the possible appointment of campus reps for government agencies with several sociologists. Anyone who feels that ASA mailings to departments may not be reaching their intended recipients may wish to volunteer as a campus rep, so as to be sure of receiving important ASA materials. Contact Barbara Karcher, Department of Political Science and Society, Kennesaw State College, Marietta, Georgia 30061; (404) 423-6247 or (404) 423-6227. □

Teachers for a Democratic Culture

Colleges and universities in the United States have lately begun to serve the majority of Americans better than ever before. Whereas a few short years ago, institutions of higher education were exclusive citadels often closed to women, minorities, and the disadvantaged. Today, efforts are being made to give a far richer diversity of Americans access to a college education. Reforms in the content of the curriculum have also begun to make our classrooms more representative of our nation's diverse peoples and beliefs and to provide a more truthful account of our history and cultural heritage. Much remains to be done, but we can be proud of the progress of democratization in higher education.

A vociferous band of critics has arisen, however, who decry these changes and seek to reverse them. These critics have painted an alarming picture of the state of contemporary education as a catastrophic collapse. This picture rests on a number of false claims: that the classics of Western civilization are being eliminated from the curriculum in order to make race, gender, or political affiliation the sole measure of a text's or subject's worthiness to be taught; that teachers across the land are being silenced and politically intimidated; that the very concepts of reason, truth, and artistic standards are being subverted in favor of a crude ideological agenda.

It is our view that recent curricular reforms influenced by multiculturalism and feminism have greatly enriched education rather than corrupted it. It is our view as well that the controversies that have been provoked over admissions and hiring practices, the social functions of teaching and scholarship, and the status of such concepts as objectivity and ideology are signs of educational health, not decline.

Contrary to media reports, it is the National Association of Scholars, their corporate foundation supporters, and like-minded writers in the press who are endangering education with a campaign of harassment and misrepresentation. Largely ignorant of the academic work they attack (often not even claiming to have read it), these critics make no distinction between extremists among their opposition and those who are raising legitimate questions about the relations of culture and society. And though these critics loudly invoke the values of rational debate and open discussion, they present the current debate over education, not as a legitimate conflict in which reasonable disagreement is possible, but as a simple choice between civilization and barbarism.

Yet, because the mainstream media have reported misinformed opinions as if they were established facts, the picture the public has received of recent academic developments has come almost entirely from the most strident detractors of these developments. These inaccurate accounts, moreover, appear in forums that rarely invite the accused parties to present their side of the story. As Michael Berube has pointed out, "recent literary theory is so rarely accorded the privilege of representing itself in nonacademic forms that journalists, disgruntled professors, embittered ex-graduate students, and their families and friends now feel entitled to say anything at all about the academy without fear of contradiction from general readers. The field is wide open, and there's no penalty for charlatanry (quite the contrary), since few general readers are informed enough to spot even the grossest forms of misrepresentation and fraud."

There is blatant hypocrisy, furthermore, when the charge of politicizing the

humanities comes from right-wing ideologues. Dinesh D'Souza, the author of the widely discussed and excerpted *Illiberal Education*, is a former domestic policy analyst of the Reagan Administration, a research fellow at the conservative American Enterprise Institute, and a founding editor of the notorious *Dartmouth Review*, whose \$100,000 annual budget is heavily underwritten by the Olin Foundation. Current National Endowment for the Humanities Chair Lynne V. Cheney boasts of being a "conservative populist" even as she excoriates her critics for politicizing education.

These contradictions were seen in the recent debate over the nomination of Carol Iannone to the National Council on the Humanities. In the wake of Iannone's defeat, Cheney and others have now predictably blamed the outcome on the intolerant forces of "political correctness." But it is Cheney who has proved herself consistently intolerant of any view of scholarship that does not agree with her own. What has gone unnoticed in the commentary on the Iannone case is the growing ideological one-sidedness of the National Council. In disregard of the "comprehensive representation" of scholarly and professional views explicitly mandated by Congressional legislation, the Council has been packed with such appointees as National Association of Scholars members Peter Shaw and Edwin J. Delattre and outspoken conservatives like Donald Kagan. As Richard Cohen wrote in the *Washington Post*, "had Iannone written brilliantly in defense of feminism . . . Cheney would have looked elsewhere." Since the Council oversees NEH grant-applications, purging it of a diversity of viewpoints makes it possible to deny grants to scholars who take the wrong political line in their work.

It is time for those who believe in the values of democratic education and reasoned dialogue to join together in an organization that can fight such powerful forms of intolerance and answer mischievous misrepresentations. We support the right of scholars and teachers to raise questions about the relations of culture, scholarship, and education to politics—not in order to shut down debate on such issues but to open it. It is just such a debate that is prevented by discussion-stopping slogans like "political correctness."

What does the notion of a "democratic culture" mean and how does it relate to education? In our view, a democratic culture is one in which criteria of value in art are not permanently fixed by tradition and authority, but are subject to constant revision. It is a culture in which terms like "canon," "literature," "artistic value," "common culture," and even "truth" are seen as disputed rather than given. This means not that standards for judging art and scholarship must be discarded, but that such standards should evolve out of democratic processes in which they can be thoughtfully challenged.

We understand the problems in any organization claiming to speak for a very diverse, heterogeneous group of teachers who may sharply disagree on many issues, including that of the politics of culture. What we envision is a coalition of very different individuals and groups, bound together by the belief that recent attacks on new forms of scholarship and teaching must be answered in a spirit of principled discussion. We think the very formation of such a group will be an important step in gaining influence over the public representations of us and our work.

It will also be a way to take responsibility

for the task of clarifying our ideas and practices to the wider public—something, it must be admitted, that we have not done as well as we should. We need an organization that can not only refute malicious distortions, but also educate the interested public about matters that still too often remain shrouded in mystery—new literary theories and movements such as deconstruction, feminism, multi-culturalism, and the new historicism, and their actual effects in classroom practice.

We therefore propose the formation of Teachers for a Democratic Culture, and we ask all who subscribe to this statement and would endorse its publication to send their name and address to Gerald Graff, English Department, University of Chicago, Chicago, IL 60637. If you wish to help pay the costs of mailing and publishing this statement, contributions of \$25.00 would be welcome.

To discuss plans for the organization, we also propose a meeting at this year's Modern Language Association convention (just after the final sessions seem the best time). If the response to this mailing is favorable, the exact time and place for the meeting will be announced

Wrigley, from page 1

Julia's current work focuses on social class and child care. She is studying the relationships between middle-class parents and the child care workers they employ to work in their homes. The project builds on historical research she has done on the use of servants for childrearing by upper class English families.

She argues that heavy reliance on servants was increasingly challenged by educated, middle-class parents, who wanted to transmit their intellectual skills to their children and thought that only they were in a position to do so. These views on the importance of intellectual stimulation remained the province of a small elite until education became truly a mass phenomenon. As academic credentials have become critical in affecting access to jobs, middle-class parents have increasingly hoped to leave their children an educational inheritance. Through an extensive content analysis of popular literature directed towards parents from 1900 to 1985, Julia has shown that over the 20th century there has been an increasing emphasis placed on the presumed need for the intellectual stimulation of young children. This has coincided with the massive entry of mothers into the work place, creating a potential dilemma for education-conscious parents. They want to invest their "cultural capital" in their own careers but also hope to find caregivers whom they define as suitable replacements for themselves.

The research explores the complexities of the market for children's caregivers. Based on interviews with parents and caregivers, Julia analyzes the internal stratification of this informal market and, in particular, the exploitation of those women, primarily immigrants from Third World countries, who are unable to present themselves as possessing cultural capital that will be recognized by white, middle-class parents. She also examines what happens to the children of childcare workers.

This, of course, varies with their family circumstances, but for those without

later. In the meantime, we welcome your suggestions concerning the principles, structure, and goals of TDC.

Gerald Graff, University of Chicago
Gregory Jay, University Wisconsin—Milwaukee
David Shumway, Carnegie Mellon University
Jane Gallop, University of Wisconsin—Milwaukee
Jonathan Culler, Cornell University
Wayne Booth, University of Chicago
Lauren Berlant, University of Chicago
Don DiLustro, University of Toledo
William Cain, Wesleyan College
David William Cohen, Northwestern University
Cathy Davidson, Duke University
Margie Ferguson, University of Colorado
Nancy Fraser, Northwestern University
Stanley Fish, Duke University
Henry Louis Gates, Harvard University
Paul Lauter, Trinity College
Lawrence Lipking, Northwestern University
Wahneema Lubiano, Princeton University
Steven Mailloux, University of California-Irvine
Ellen Messer-Davidow, University of Minnesota
David Miller, University of Alabama
Mary Minock, Wayne State University
James Oakes, Northwestern University
Jeffrey Rice, Great Expectations Bookstore
Bruce Robbins, Rutgers University
David Simpson, University of Colorado
Harold Veeger, Wichita State University
Kenneth Warren, University of Chicago
Richard Yarrow, University of California-Los Angeles □

available relatives to provide care, there is a virtually limitless "social class step-down effect" with, ultimately, the extremely poor looking after the children of the merely poor. The research combines micro-level analysis of relations between parents and caregivers in the household with consideration of the macro forces that produce the relationships in an education-conscious society.

Julia enters the editorship of *Sociology of Education* with a conception of the kind of journal she would like it to be. She believes that the journal should be of broad scope, as education affects people's consciousness, their place in the social order, their skills, and their values. Further, historical and cross-cultural studies of education have proved highly revealing of the dynamics of different societies.

Julia comments that for many years, *Sociology of Education* published primarily quantitative studies. This was never exclusively true, but many people viewed the journal as, in practice, being restricted to one type of work. The last two editors, Maureen Hallinan and Philip Wexler, have worked hard to shake this perception. They have done so by commissioning special issues on such topics as ethnographic methods, and by making it clear that they wanted the journal to publish a wide range of quality work. This has helped make *Sociology of Education* a more lively and varied journal. Julia believes that quantitative work has been enormously fruitful in the sociology of education, but that it does not devalue this work to restate a commitment to methodological and theoretical diversity. □

Keep current with sociology . . .

Renew your ASA membership today!



Global Research Opportunities for Sociology

Editor's note: This section reports on opportunities for the support of international, transnational, and global change research. ASA hopes that sociologists with relevant interests will see the opportunities to apply for research funding in these important initiatives. The Sociology Program at the National Science Foundation is also an important source of support. The Program Director and Associate Director, Metta Sorensen and Sally Nerlove, are available to help you navigate the NSF and get to a program that fits your research interests. They can be reached at (202) 357-7802. The ASA office is actively seeking out opportunities in international collaboration in teaching, research, and practice. Watch for additional stories and funding opportunities in future issues of Footnotes, marked with the globe logo.

Funding Alert: USDA

by James J. Zuiches, Washington State University

For the first time, USDA's competitive grants program, under the National Research Initiative, will include a call for proposals to address the social and economic issues associated with rural communities, families, and economy. Congressional appropriation of \$4 million under the program title "Markets, Trade and Policy" provides a solid funding base for new research.

The focus of the research is on three topical areas: (1) Improving Competitiveness in Global Markets; (2) Social and Economic Structure and Rural Development; and (3) Impacts of New Technologies on the Environmental and Competitiveness of Agriculture.

These three topical areas are also the high priority research initiatives of the Experiment Station system, and a series of research objectives have been defined for long-term attention. The thrust of the three is as follows:

I. Research Objectives Directed to Improving Competitiveness in Global Markets include:

A. Competitiveness. Determine factors that influence long-term U.S. comparative advantage and short-term competitiveness in global markets.

B. Market Potential. Determine potential within traditional and emerging markets for U.S. agricultural products. Analyze the relationships among income growth, economic development, political systems, and socio-cultural characteristics on demand; develop market pricing models for trade distorting externalities, such as food safety and environmental quality, and the effect on market opportunities.

C. Macroeconomic Forces. Study effect of international macroeconomic forces such as monetary and fiscal policies, exchange rates and trade liberalization on market potential.

D. Industry and Institutional Performance. Examine the effects of regulatory and trade policies, strategic behavior or firms, and consumer behavior upon market development; determine the effects of mergers or buyouts on concentration and competitiveness.

E. Consequences of Changes in Markets. Identify and measure changes in levels and distribution of income, wealth, firm stability and market shares resulting from supply and/or demand shifts. Study the social and economic impacts of the regional and sectoral distribution of gains and losses from such market shifts.

II. Research Objectives Directed to Understanding the Characteristics of Rural Communities, Families, and their Economic Base include:

A. Family and Individual Development. Study patterns of work, consumption, lifestyles, and ethnicity in relation to the stability and development of families, youth and elderly; and develop family and organizational mechanisms to assist in coping with problems.

B. Social and Economic Indicators. Develop new measures and analyses of demographics, labor force status, skill levels, and human capital endowments of the rural population; analyze the changing composition, causes and impacts of rural poverty.

C. Economic Structure and Rural Development. Model the processes of industrial and occupational change in rural economies and identify opportunities for rural revitalization. Evaluate such factors as credit availability, infrastructure capacity, macroeconomic policy, entrepreneurship, community development and human resource availability for rural development.

D. Community Organization and Services. Evaluate alternative strategies to provide essential services, including environmental management, education, health care, telecommunications, transportation and public safety in rural communities.

E. National, State, and Local Policies. Examine the effects of national, state and local policies on rural areas through comparative analysis of the impacts on natural resource use, population characteristics, and the nature of rural society.

III. Research Objectives Directed to Examining the Impacts of New Agricultural Technologies on Environment, People, and Communities include:

A. Risk Assessment. Develop a framework to identify and assess socio-economic and environmental impacts and risks associated with new technology. Estimate impacts on people, farm and business enterprises, community, and the environment.

B. Public Perceptions About New Technologies. Determine the public attitudes, perceptions, and motivations toward biotechnology and other alternatives in production, processing, and marketing. Analyze the factors influencing introduction, adoption, and use of new technologies and policy or legislation required.

C. Ethical and Regulatory Issues. Study the ethical and regulatory issues of release and patenting (ownership and liability) of, biologically engineered plants, animals, and microorganisms.

The overall National Research Initiative addresses broad societal issues that are crucial not just to the industries that are involved with food, forest, and agriculture but issues that are vital to every citizen whose well-being and quality of life will be enhanced by the results. This is an exciting opportunity for social scientists to focus on issues of the environment, food, and international competitiveness.

All U.S. academic institutions are eligible to compete for funding. Federal research agencies and for-profit organizations can also apply. Grant awards will include individual and multidisciplinary team efforts, basic and mission-linked research, and strengthening for smaller, less developed institutions. For further information contact Dr. Richard Stuby.

Global Perspectives on Sociolegal Studies

The Law and Social Science Program at the National Science Foundation is continuing its special competition for research dealing with global perspectives on sociolegal studies. The aim of this initiative is to support research on law and law-related processes and behaviors in light of the growing interdependence and interconnectedness of the world. The competition seeks to encourage examination of both global dimensions of sociolegal phenomena (e.g., disputing, law and social change, legal pluralism, social control, crime causation) and sociological dimensions of global phenomena (e.g., economic and commercial transactions, immigration and population shifts, social and ethnic conflict, regulation of the environment, public and private governance). Proposals are welcome that advance fundamental knowledge about legal interactions, processes, relations, and diffusions that extend beyond any single nation as well as about how local and national legal institutions, systems, and cultures affect or are affected by transnational or international phenomena. Thus, proposals may locate the research within a single nation or between or across legal systems or regimes as long as they illuminate or are informed by global perspectives.

Proposals submitted to this initiative must be received at NSF by February 1, 1992. In addition to standard proposals, planning grant proposals, travel support requests to lay the foundation for research, and proposals for improving doctoral dissertation research are welcome. Funding decisions will be announced approximately four months after the deadline. Proposals should be prepared in accordance with the guidelines in *Grants for Research and Education in Science and Engineering* (NSF 90-77). For more information on the types of activities eligible for support, contact Michael C. Musheno, Program Director, Law and Social Science, National Science Foundation, 1800 G Street, NW, Washington, DC 20550; (202) 357-9567; e-mail: MMUSHE-NO@NSF.BITNET; fax (202) 357-0357.

Human Dimensions of Global Change: A Research Opportunity

The Division of Social and Economic Science at NSF conducts a special competition for research proposals dealing with the Human Dimensions of Global Change. Research funded as part of this competition enhances understandings of the ways that human action influences and is influenced by the natural and physical environment. During FY 1991,

\$2.4 million is budgeted for this competition. The budget request for FY 1992 is \$3.4 million.

The Human Dimensions of Global Change competition was established in FY 1989 to encourage social science research on the myriad ways that human systems affect and respond to global change. Proposals for this competition should be clearly related to social, economic, demographic, governmental, legal, and/or institutional aspects of global change. Proposals should be well grounded in relevant social science theory, and they should clearly outline and justify the research methods to be used. Proposals to build or synthesize databases should include detailed research plans for use of the data.

During FY 1992, the Division of Social and Economic Science expects to conduct a complementary special competition to fund planning grants and pilot analyses related to the establishment of Long-Term Research Sites (LTRRSs), where longitudinal data on standardized and site-specific data on human activities and related natural and physical conditions at various spatial scales can be gathered and analyzed.

Proposals to be supported through this competition must meet the same standards as other proposals supported by the Division of Social and Economic Science.

Proposals responding to this competition should be submitted to the most relevant program in the Division of Social and Economic Science or to an appropriate program in another division in accordance with the guidelines in *Grants for Research and Education in Science and Engineering* (NSF 90-77). Evaluation of proposals appropriate for this competition will include reviews by external experts and by a multidisciplinary advisory panel.

Proposals for this initiative must be received at NSF by January 15 or August 15 for consideration in the evaluation cycles that immediately follow those dates. Funding decisions will be announced approximately six months after those deadlines.

Investigators are strongly encouraged to contact appropriate NSF program officers prior to preparing proposals to learn of any changes in schedules and evaluation procedures and to determine whether their proposals are appropriate for the competition. For more information about the Human Dimensions of Global Change competition, contact a program officer in one of the following programs in the Division of Social and Economic Science: Decision, Risk, and Management Science (202) 357-7417; Economics (202) 357-9674; Geography and Regional Science (202) 357-7326; Law and Social Science (202) 357-9567; Political Science (202) 357-9406; Sociology (202) 357-7802.

Names and e-mail addresses of current program officers may be obtained by calling the programs. Address mail to: (Relevant Program), Division of Social and Economic Science, National Science Foundation, 1800 G Street NW, Room 336, Washington, DC 20550. □

The following sociologists, or teams that include sociologists, were awarded research grants in the Program on Global Perspectives on Sociolegal Studies for 1991.

John Braithwaite, American Bar Foundation, "Theoretical and Empirical Discussions of the Emerging International Regulatory Order," \$74,968

V. Lee Hamilton, University of Maryland, "Collaborative Research on Global Corporate Structures and Attributions of Responsibility and Wrongdoing," \$94,484

J. Craig Jenkins, Ohio State University, "The Globalization Social Conflicts and the Growth of the World Refugee Problem," \$54,907

Ineke Marshall, University of Nebraska-Omaha, "International Collaborative Research on Youthful Misbehavior," \$80,000

Gary Marx, M.I.T., "Dynamics of Policing Across National Borders," \$213,000

Joseph Sanders, University of Houston, "Collaborative Research on Global Corporate Structures and Attributions of Responsibility and Wrongdoing," \$80,518

Seventeen awards were made in total. □

Sociology

International Sociologists in U.S. Fulbright Programs

Each year over 1,200 scholars from abroad hold grants to lecture and conduct research in American colleges and universities under the Fulbright Scholar Program. While the majority of the scholars apply for grants through Fulbright commissions or U.S. embassies in their home countries, some 55 are invited by colleges and universities in the United States to lecture in their specific fields under the Scholar-in-Residence Program.

To acquaint the American academic community with the visiting scholars and their fields of specialization, the Council for International Exchange of Scholars (CIES), which cooperates with the United States Information Agency in administering the Fulbright Scholar Program, annually publishes the *Directory of Visiting Fulbright Scholars and Occasional Lecturers*. The directory assists institutions that wish to participate in the Occasional Lecturer Program.

The directory, published in September, contains a complete listing by discipline, which includes the scholars' names, home geographic areas, the American universities with which they are affiliated, and topics on which scholars are prepared to lecture. Scholars are also listed alphabetically, by home geographic area, and by host state.

For additional information on the Fulbright Scholar Program, write to the Council for International Exchange of Scholars, 3007 Tilden Street NW, Suite 5M, Washington, DC 20008-3009; (202) 686-7871.

The following is an abbreviated list of visiting scholars in sociology and social work who are currently in the U.S. under the auspices of the Fulbright Program.

Addi, Lahouari (Algeria) is at Princeton University, Department of Near Eastern Studies.

Artiles, Jose Leopoldo (Dominican Republic) is at University of Pittsburgh, Graduate School of Public and International Affairs.

Blum, Elsa M. (Mexico) is at Massachusetts Institute of Technology, Center for International Studies.

Boukraa, Riha (Tunisia) is at the University of California-Berkeley, Center for Middle Eastern Studies.

Bouqria, Rahma (Morocco) is at Princeton University, Department of Anthropology.

Chang, Ly-Yun (Taiwan) is at Harvard University, Medical School, Department of Social Medicine.

Cho, Uhn (Korea) is at University of Wisconsin-Madison, Havens Institute.

Chou, Bih-Er (Taiwan) is at University of Wisconsin-Madison, Women's Studies Research Center.

DeHaan, Jouke (Netherlands) is at Columbia University, Department of Sociology.

Helle, Hergt Jürgen (Germany) is at University of Colorado-Boulder, Department of Sociology.

Hsu, Tsung-Kuo (Taiwan) is at Brandeis University, Department of Sociology.

Indira, Ramao (India) is at Purdue University, Department of Educational Psychology.

Leonardo Aurtentxe, Jon Joseba (Spain) is at University of California-Santa Cruz, Office of the Provost, Stevenson College.

Mahajan, Amarjit (India) is at University of Utah, Department of Sociology.

Mane, Purinima (India) is at Johns Hopkins University-Baltimore, Division of Disease Control.

Mezanic, Siba (Yugoslavia) is at Univer-



Around the World

sity of Wisconsin-Madison, Department of Political Science.

Othman, Abdo Ali (Yemen) is at University of Michigan-Ann Arbor, Department of Political Science.

Picado, Xinia (Costa Rica) is at University of Virginia, Department of Educational Studies.

Ratnayake, Lakshmi (Sri Lanka) is at Brown University, Population Studies and Training Center.

Santos, Maria Da Gloria (Brazil) is at Northwestern University, Department of Sociology.

Sasaki, Masamichi (Japan) is at Stanford University, Hoover Institution.

Sekulic, Dusko (Yugoslavia) is at George Mason University, International Institute.

Ukaegbu, Chikwendu Christian (Nigeria) is at University of California-Berkeley, African Studies Center and University of California-Santa Cruz, Department of Sociology.

Yamamoto, Yasushi (Japan) is at University of California-Berkeley, Department of Sociology.

Yoda, Hiroe (Japan) is at the University of California-Los Angeles, Department of Social Welfare.

For complete listings, please call Janet Billson at the ASA office: (202) 833-3410, x317.

International Notes

by Linda Fuller

The Council for European Studies has awarded three of its 21 pre-dissertation fellowships for 1991 to sociology graduate students. The three awardees are: Philip Gorski, University of California-Berkeley, "The Micro-Politics of the State: Calvinism in State Formation—the Cases of Holland

Textbook Publishers Okay Major Test of Comp Copy Return Mailers

The Executive Council of the Higher Education Division of the Association of American Publishers has given its okay to a major test of special adhesive return mailing strips that facilitate the return of unwanted examination copies of textbooks to publishers. Stated Parker Ladd, "The membership of HED has agreed in principle to test these mailing strips in at least five of the textbooks from each publisher that will be sent on a complimentary basis to professors between now and January 31, 1992. To date, publishers have ordered over 400,000 mailing strips for insertion in the chosen textbooks."

Developed in collaboration with the U.S. Postal Service, the mailing strips are preaddressed to each publisher and can be quickly wrapped around any unwanted complimentary copies of texts which are then left in the professor's or department's outgoing mail box. It is the long-standing practice of the industry to send faculty members complimentary examination copies of textbooks in order to facilitate the task of choosing the best materials for their courses. Unauthorized resale of these books ultimately costs professor/authors \$10 million per year in lost royalties, AAP estimates.

In response to AAP efforts, which have been supported by a variety of academic

and Prussia"; Annula Linders, State University of New York, Stony Brook, "Politics and Ideological Change in Sweden"; Marika Lindholm, State University of New York, Stony Brook, "Gender Inequality and the Rise of the Swedish Welfare State, 1870-1980."

Congratulations!

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The Sociological Association of Aotearoa (New Zealand), SAA for short, has been growing steadily for the last several years. It now has 140 members not only from universities but from government, private, and secondary education settings as well.

A number of important activities have occupied the SAA in 1990 and 1991. It developed a Code of Ethics and established an Oxford University Press Sociology Prize. The prize consists of \$500 and publication of the winning work by Oxford University Press; it will be awarded for the first time in November 1991. The SAA is also working to gain recognition for sociology in the nation's secondary school curriculum.

Finally, the association continues to work to further biculturalism within its own ranks and in New Zealand sociology in general, as mandated by the 1840 *Te Tiriti O Waitangi* treaty that founded Aotearoa-New Zealand. Heads of sociology departments have been contacted to determine how they present *Te Tiriti O Waitangi* in their teaching and research. Funds are being sought to provide Maori sociology graduates with financial assistance; a bibliography of Treaty issues is to be completed.

According to Bob Gidlow, Secretary/Treasurer of the SAA, the group is keen to build its international sociology links. Contact persons are Peggy Koopman-Boyd, SAA President, Department of Sociology,

organizations including a resolution of the Trustees of the National Association of College Stores, a growing number of colleges, universities, college stores and textbook wholesalers have adopted policies discouraging the sale of comp copies.

"Although this mailing strip has been available for several months," noted Carl Tyson, Chairman of the AAP's Higher Education Division and President of the College/Schaum Division of McGraw-Hill, Inc., "this will be the first time that our industry is making a concerted effort to test it in practice. Professors have asked for a simple way to send back books which they have reviewed and will not need. We think this mailer fits the bill. Now we hope college professors will show their cooperation by using the strip."

The effectiveness of the return mailer campaign will be carefully analyzed following the conclusion of the test period in 1992, at which point a decision will be made as to a more permanent adoption of this practice.

The AAP is a non-profit organization of more than 250 American publishing firms which are located in every region of the United States. □

University of Canterbury, Christchurch, or Bob Gidlow, Department of Parks, Recreation, and Tourism, Lincoln University, Canterbury.

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Thelma McCormack, Professor of Sociology at York University in Toronto, Ontario, and the Committee on International Sociology's Regional Liaison Coordinator for Canada, is enthusiastic about the possibilities for U.S. sociologists who want to do comparative research in Canada. Professor McCormack finds the opportunities for such research particularly good in certain areas. For example, Canadian sociology has long emphasized stratification and ethnicity, and native peoples have become increasingly militant (especially in Quebec) around issues of control over natural resources. McCormack also sees possibilities in medical sociology. Health care systems are different yet the populations, economies, and geographies of some sectors of both countries are quite similar. Gender scholarship has been developing rapidly in Canada, increasing the possibility of collaborative research concerning such topics as abortion politics and the impact of the Free Trade Agreement on women working in the service sectors of both economies.

Professor McCormack can be contacted at the Department of Sociology, York University, 4700 Keele Street, North York, Ontario, Canada, M3J 1P3. Funding guidelines for comparative U.S./Canada research projects are available from the Canadian Embassy, 501 Pennsylvania Avenue NW, Washington, DC, 20001; ask for "Canadian Studies Grant Programs." □

Continuation of International Exchange Program

Expert Witnesses Wanted for ASA Clearinghouse

The American Sociological Association is serving as a clearinghouse to compile a list of sociologists who have had experience as experts in any type of legal proceeding. The purpose in compiling this list is to identify expert witness/sociologists who would be willing to write a reflexive paper for an edited book on expert witnessing, and to be part of a list held at the ASA office in the event that requests are made for sociologists who are willing to serve in this role.

The editors, Steve Kroll-Smith and Pamela J. Jenkins at the University of New Orleans, are interested in the unique issues that arise for sociologists involved in the legal setting: does sociology clash with the paradigm of the legal system? and what are the legal issues sociologists might address? Other issues might include the ethics of such work, the use of different methodologies in testimony, and the presentation of self as a sociologist in a legal setting.

Please send your responses to the following to Janet Onnie at ASA: (1) name, (2) position, (3) institutional affiliation, (4) what substantive area(s) of sociology did you serve as expert in? (e.g., deviance, family violence, disaster, criminology, etc.), (5) what areas of the legal process have you participated in? (e.g., civil, criminal, pre-sentence hearing, jury selection, motion hearing, public hearing, other (please specify)), and (6) approximately how many legal cases have you worked on as expert? For further information, contact Janet Onnie at (202) 833-3410, ext. 321. We will be accepting this information through December 31, 1991. □

Open Forum

Self-Righteous Feminism and Political Correctness

The reason that Dinesh D'Souza criticized Becky Wangsgaard Thompson's introduction for the ASA Feminist Theory Syllabus (wherein she states, "It is not open to debate whether a white student is racist or a male student is sexist. He/she simply is") is because of its blatant reduction of race and gender issues to stereotypes. She may, as she says in her self-rationalizing defense in *Footnotes* (August 1991), avoid blaming individuals by focusing on "social forces," but that is precisely what racists and chauvinists do when they reduce individuals to racial or sexist stereotypes.

Does Thompson falsely limit her attribution of automatic racism to Whites and automatic sexism to males because she is a member of the "social force" of oppressed women, and therefore individually blameless for stereotyping or for ignoring Black racism and female sexism, or is it because she carries a politically correct ideology which dictates that certain questions are "not open to debate," an ideology which, in the name of "critical theory," refuses to allow itself to be criticized or to engage in self-criticism of its assumptions? She asserts that the term "politically correct thought police" is imaginary, a mere projection of D'Souza's own illiberalism, and that the mere attribution of a politically correct thought police as being illiberal represents a "convoluted logic." By Thompson's logic, the thought police, whether real or imaginary, are apparently liberal! Would that the pejorative use of the term "dead, white European males," or the political censorship attempted by feminist art museum directors, such as Elizabeth Braun of the Museum of American Art in Washington, on the basis of feminist theory were imaginary as well.

Thompson cites Catherine Stimpson's "helpful description of the origins of the term 'politically correct'" in the *Chronicle*, wherein Stimpson ignorantly stated that p.c. was "first used as a term of self-criticism among Marxists and progressives" to describe a person who "mindlessly hewed to the party line." As anyone with a memory knows, the term "political correctness" was originally used in exactly the opposite sense, as the party line itself, and signified an unselfcritical loyalty to the party line. So much for "helpful descriptions."

Thompson's unwillingness to confront the challenge posed by the criticism of political correctness, by ludicrously asserting that it undermines freedom of speech and also is reducible to the conservative agenda, is a good example of why many of us who are not conservative see a hardened ideology of political correctness—left or right—as a threat to the democratic ideals of racial and gender equality, not to mention the possibility of democratic life in general. When racist ideologues promote the ethnocentric cult of Afrocentrism and feminist ideologues baldly state that white students are racist and male students are sexist, when multiculturalists treat Western Civilization as nothing more than racism and imperialism (merely a "mode of authority," ignoring the fact that democracy, free speech, human rights, sociology, and feminism grew out of the same tradition), and when conservative ideologues ignore the racism and imperialism of the West, or those, such as Charles J. Sykes (*The Hollow Men: Politics and Corruption in Higher Education*) or perhaps D'Souza go soft on racism and antisemitism at Dartmouth while criticizing political correctness there, we see the loss of self-critical debate on which democracy thrives.

One can remain silent and placate feminist ideologues, or one can voice criticism and risk the possibility of open debate (or of automatically being labeled "antifeminist"). The ASA has endorsed and sells a document on feminist theory which bluntly states that "it is not open to debate" that white students are racist and male sexist. In doing so, the ASA lends its official support to a document which is blatantly racist and sexist. At the least the ASA should call for a revision of the feminist theory document, if not its outright censure.

Eugene Rochberg-Hallon, University of Notre Dame

Editor's note:

All Teaching Resources Center materials carry the message that the contents "do not constitute the official position of the American Sociological Association but serve as a medium for discussion and exchange of ideas on undergraduate and graduate education."

This statement is not meant as a disclaimer as much as an affirmation of the diversity of our field and the diverse ways in which it is taught. In our syllabi collections, we encourage a range of approaches to the course at hand and deliberately select different teaching styles and reading lists. I don't expect or want anyone to copy someone else's syllabus, but rather to learn from it and to be more self-reflective about what s/he wants to do. Finally, I endorse peer review of faculty's teaching materials as I do their other professional work. That review process should occur on one's own campus, at professional meetings, and in journals.

Carla B. Howery, Director, Teaching Services Program

Questioning Unearned Privileges

Professor Thompson's comments in response to Dinesh D'Souza (*Footnotes*, August 1991) are profoundly disturbing in what they reveal about the perilous state of the quality of intellectual discourse in American Sociology. She writes, "... this means it is not open to debate whether a white student is racist or a male student is sexist. He/she simply is." Such arbitrary proclamations which completely close off any possibility of discussion or debate in advance are more appropriate in the absolutist, authoritarian intellectual environment of Maoist China. They are intolerable in an academic environment where freedom of inquiry is a core value.

She further indicates, "When I wrote that men are sexist and white people are racist, I was referring to the reality that men as a group and white people as a group by definition of their group membership have access to unearned privileges not afforded to women of color, men of color and white women." I know from my own research that this would come as a complete surprise to the white men in the hollows and mine pits of Kentucky, Tennessee, and West Virginia, for example, to learn of their "unearned privileges."

Professor Thompson's assertions taken together are outlandish and even appalling in that they are mindlessly simplistic, and are not only flawed as sociological thinking, but also fail at a common sensical level.

Abraham S. Blumberg, University of Missouri

This Is a Debate

I read Becky W. Thompson's reaction to the charges against her made by Dinesh D'Souza with some interest. I wanted to know how her remark that "it is not open to debate" that all Whites are racists and all males sexist was actually an indication of

her open-mindedness rather than the close-mindedness suggested by D'Souza. Unfortunately, her reply was confusing and disappointing.

Apparently the reason that the claim that all men are sexist is beyond logical or empirical question is that Thompson does not blame men for their flawed condition. This marriage of therapeutic sensibilities and inquisitional assumptions should be great comfort to the Whites and men who enroll in her courses: "That you're a sexist bigot and apparently too stupid to realize it is not your fault." "Gee, thanks, professor, is this the democratization of education I've heard so much about?"

I am disturbed to learn that anything is "beyond debate" in an academic setting or that claims made about the world require neither empirical proof nor logical clarity. D'Souza, I suppose, could argue in turn that the existence of repressive political correctness is beyond debate. That would close the second round of this dialogue and in the third, they could take turns saying, "Is too!" and "Is not!" Ultimately, they could each cover their ears and yell, "Nnnnnnnnn!" as loud as possible.

I think the debate over political correctness brings some things into the open which have been ignored for far too long—and I love editorials about epistemology showing up in the newspapers—but it is a debate, Thompson, and as such there must be some way of launching a critique of your position.

And as for the existence of political correctness, I know that by writing this I risk becoming known as that bigoted, sexist, "illiberal" conservative who refuses to understand something or other.

John Sumner

American Psycho Boycott Urged

American Psycho by Bret Easton Ellis is a book about a man who tortures women and mutilates their bodies in incredibly vicious ways and then compares their remains with entrees at local restaurants. Simon & Schuster initially accepted this book in January 1990, but there followed a rocky ten months. After reading it, the jacket designer refused to work on the project; S&S staff opposition to the book intensified; *Time* and *Spy* magazines decried its publication. Finally, S&S decided not to publish the book for reasons of taste in November 1990, even though it meant forfeiting a \$300,000 advance to Ellis. Within six days, Knopf, a subsidiary of Random House, picked up the book to publish it as a Vintage book.

The book has generated a great deal of attention in the media and has become a recent object of debate over First Amendment issues. Here is a sampling:

Peter Plagens in *Newsweek*: "*American Psycho* is . . . an exercise in extreme sexual violence. . . . Although the novel will not likely cause any real deaths, . . . it does up the ante. Disembowelment will soon be *de rigueur*."

Publishers' Weekly: "the book does transcend the boundaries of what is acceptable in mainstream publishing."

Rosenblatt in the *New York Times*: ". . . gratuitous degradation of human life."

Jonathan Yardley in the *Washington Post*: "Beneath its very thin veneer of thematic posturing *American Psycho* is pure trash, as scummy and mean as anything it depicts; a dirty book by a dirty writer. Of course Ellis has every right to write it, and Vintage every right to publish it. But the rest of us have every right not to read it; as one who did so out of duty, and who feels thoroughly soiled by the experience, I can only urge—no pray—that everyone else refuse to do so by choice."

The Los Angeles chapter of NOW has called for a boycott of Knopf and Vintage books for all of 1991 or until the book is

withdrawn. Feminists are likely to be confronted once again on whether opposing cultural depictions of violence against women represents a threat to First Amendment rights. Should you find yourself in that situation, you might find the following points useful:

Peg Yorkin in *Feminist Majority* (March 1991): "Where does the First Amendment stop? If this book were a how-to on killing African-Americans or Jews, there would be no question about whether it was fit for a major 'mainstream' publisher."

Maureen O'Brien, Woman's National Democratic Club, in a letter to Harold Evans, president of Random House: "We strongly urge you to recall the book. The freedom to publish should be a responsible freedom, and this book is far worse than crying 'Fire!' in a crowded room."

Social psychologists (e.g., Donnerstein et al.) have found that at least some groups of people, those who are predisposed to be violent and the very young and impressionable, may be prompted to act out violent images. Almost all of us become desensitized through repeated exposure to violence. Cultural images of violence against women increase the likelihood of its occurrence and our acceptance of it.

The NOW boycott is not an act of censorship; it is a consumer boycott. Such boycotts have a long tradition in our society and are built on the supply and demand logic of the market place. Buying books from a publisher is an act of trust in its quality and judgment. In choosing to publish *American Psycho*, Knopf and Random House have betrayed the trust of an intelligent and humane readership.

The real question is the one raised by Tammy Bruce, president of the L.A. chapter of NOW: "How did this happen in the first place?" It cannot be the literary merits of the book or the overwhelming talents of its author. Peter Plagens (*Newsweek*) describes Ellis as only a "passably good" writer and notes that "the book seems barely edited once, let alone twice." Pagan Kennedy (*The Nation*) says "there's no question that [the book] is abysmally written" and describes Ellis as "a writer with poor judgment and questionable skill."

"The book is the monster created by the Frankenstein of the literary establishment," says Kennedy in his April 1991 article in *The Nation*. Just a few years ago the same people who are now deploring Ellis's work were hailing Ellis as the new F. Scott Fitzgerald when his first book, *Less Than Zero*, about spoiled, shallow, and vicious teens in L.A., was published in 1985. Kennedy argues that *American Psycho* represents a continuation and elaboration of themes and patterns which were evident in *Less Than Zero*. Ellis became trendy because stylized violence had become hip. It is also, as Plagens noted in *Newsweek*, a masculine enterprise. *American Psycho* and Norman Mailer's defense of it, Plagens says, "assume that the fictional dismemberment of women is, in the end, men's business. The best that women can do in the cause of literary catharsis is to serve as brutalized bodies in novels, or as boycotting banshees in real life." It is time for a change in style. Books are our domain, we are the book readers, orderers, consumers. We can assert our "taste" in the market place. *Don't buy Knopf or Vintage books.*

If you want to write to urge that *American Psycho* be recalled, here are the relevant names: Harold M. Evans, President, and Alberto Vitale, Chief Executive Officer, Random House Publishers; and Sonny Mehta, President, Knopf and Vintage Books. Address of each: 201 E. 50th Street, New York, NY 10022.

Joey Sprague, University of Kansas; Sociologists for Women in Society Social Issues Committee Chair □

Open Forum

Honors by Default?

Over the past decade members in our sociology department have sponsored a half dozen or so students as participants in the ASA Honors Program. Each of our students has opted for earning three graduate sociology credits through the Honors Program. Uniformly, they have come away from their participation brimming over with benefits—sharpened insights into contemporary sociology, firmer grasps of their career possibilities, heightened appreciation of how a professional association advances its members' interests, renewed commitment to the discipline as the intellectual site of their life's work. Nearly as uniformly, however, they have run up against some walls when transferring their credits into graduate sociology programs where they find that some faculty members are unfamiliar with the ASA Honors Program. The Honors Program, it seems, enjoys only a shadowy existence in the minds of many colleagues.

Recently, two of our students were in Cincinnati as Honors Program participants in the ASA meeting. As they went about gathering data for the paper they are required to write, both were repeatedly stymied by the need to account for themselves and their activities when approaching colleagues as prospective interviewees. Most ASA members they approached had no idea what the Honors Program entails; some even claimed ignorance of its existence. In addition, once the students had delineated their purposes, they sometimes met with less than hospitable responses to their requests for interviews. Some colleagues just didn't have the time; others were uninterested; a few rushed off with no explanation. Is this how sociological scholars/educators mean to respond to the next generation of sociologists? Obviously not, and ignorance about the ASA Honors Program would seem a primary culprit precipitating such behavior.

Any number of circumstances eventuate in the blurry image the Honors Program apparently has among ASA members. For one thing, the major vehicle whereby information about the Honors Program gets distributed is ASA mailings to sociology departments—in practice, then, to chairs of departments. I suspect those mailings often end up in departments' files, not in the hands of departments' students. For another thing, the latest wave of rhetoric about the desirability of giving students early tastes of professional experiences while strengthening our professional association by attracting students may be little more than that. A recent issue of *Footnotes* (August 1991) is illustrative, at least of the rhetoric. Page 2 features Bill D'Antonio's "Bidding a Fond Farewell to ASA and Its Staff" wherein he notes that student members of the ASA, though increasing in numbers, still represent "less than half the number of graduate students enrolled in U.S. MA and PhD

programs." Page 4 offers a short feature on the Departmental Prize for Outstanding Sociology Students, including information about how departments can involve themselves in that program. Page 15 offers "Late Breaking News for Students." Yet the members of the professional association whose newsletter addresses such matters often seem unaware of the opportunities their own association has institutionalized for students. D'Antonio himself says that "a significant number of departments seem to make little or no effort to socialize graduate students to the important role the ASA plays in the life of the discipline." Ironically enough, the ASA Honors Program can do for graduate (and undergraduate) sociology students what their faculty may find difficult to achieve, given all else they have to do with and for students.

Acquainting oneself with and informing one's students about the ASA Honors are scarcely time-consuming projects. Ensure that you familiarize yourself with the ASA mailing on the program. Then get the application form into the hands of students motivated to join the profession. The rest will take care of itself—except that in Pittsburgh next August you might want to reserve a special welcome for those of our members whose badges sport a yellow ribbon. They are the Honors Program participants; they are our colleagues in the making.

Mary F. Rogers, University of West Florida

Committee on Professional Ethics, continued

within 90 days. When the response is received, copies of the complaint, response, and supporting documents are reviewed by all members of COPE. After deliberation, the Committee decides whether (1) the case should be dismissed, (2) further information should be obtained, (3) further mediation should be attempted, or (4) the case should come to a formal hearing.

Outcomes. Throughout this process from the time a complaint is first received, the chair of COPE in cooperation with the ASA office attempts to mediate disputes and assist the parties in resolving their grievances. In fact, most complaints are successfully resolved before ever coming under review by members of the committee. A formal hearing is even more rare. This is just as well because the most extreme penalty at COPE's disposal for anyone committing an ethical violation and unwilling to resolve the matter appropriately is a recommendation to the ASA Council that membership of the member be terminated. Thus, COPE is more a mediator helping to resolve ethical violations than a police force or judicial body. The Committee's attitude historically has been one of conciliation aiming toward restoration of collegial relationships and only rarely toward public sanction of members.

Frequency and Type of Complaints. So what kind of cases are there and how frequently do they occur? Over the past eight years there have been 19 formal complaints, not counting inquiries that did not lead to complaints. The number peaked at six in 1989 when the Code of Ethics was last revised and distributed to the ASA membership, and there have been three complaints each during 1990 and 1991. Although this may seem like a small number of formal complaints for an association of 13,000 members, many additional ethical violations and disputes undoubtedly have occurred during this period and either were left unresolved or were settled through legal means, internal personnel procedures, or other channels, perhaps relying in part on the Code for guidance.

Classification of the nature of the complaints is imprecise because most involve more than one issue. Based on the primary issue, there were four co-authorship or collaboration disputes, four disputes over

access to data or misuse of copyright material, four claims of unfair graduate student treatment, four charges of sexual harassment, and various single complaints concerning plagiarism, merit pay unfairness, and offensive evaluation of a manuscript for publication. The most common types of complaint concern authorship and access to data on the one hand and graduate student exploitation and harassment on the other. It might be useful, therefore, to summarize the ethics guidelines with respect to these issues.

First, the Code notes that "sociologists must acknowledge all persons who contribute to their research and . . . publications . . . including students" (Section II.A.) Data, material or ideas taken from another person's published or unpublished written work, even if not quoted verbatim, must be explicitly identified and referenced to its author. Most disputes that arise in joint projects could be avoided if sociologists followed the Code's admonition to have "mutually accepted explicit agreements at the outset with respect to division of work, compensation, access to data, rights to authorship, and other rights and responsibilities." (Section I.A.)

Sociologists also are obligated in the Code to protect the rights of students to fair, non-exploitive, non-coercive treatment (Section III). This includes "clear expectations for student performance, and fair, timely and easily accessible evaluations of their work," avoidance of sexual harassment or abusive behavior, and explicit policies and criteria for admission, financial assistance, employment, evaluation, and possible dismissal from the graduate program.

Filing a Complaint. Although complaints of violations of the ASA Code of Ethics can only be filed against members of the Association, anyone can file the complaints whether or not they are members. Also, in cases where a person has evidence of an ethical violation but is not directly affected by it—for example, evidence of plagiarism from someone else's published work—the person may report the evidence to the ASA anonymously and let the ASA file a formal complaint with COPE if the evidence warrants.

Promoting Ethical Conduct. In addition to handling ethics complaints, other major activities of COPE include considering improvements in the Code, educating

sociologists about the Code, and encouraging ethical behavior in every aspect of sociological practice. Since the first four-page Code was adopted in September 1971, the document has undergone three major revisions and expansions to the present eight-page form adopted in August 1989. The initial Code was prompted by reactions to research conducted secretly by investigators or financed surreptitiously by the government. These cases raised questions about the need for ethical principles to guide research practice with respect to such matters as subject's right to privacy and safety, confidentiality of data, and disclosure of sources of financial support. Ethical standards with respect to publication and review processes, teaching and supervising activities, and obligations to employers and employees were largely omitted in the first Code. For example, exploitation of students and sexual harassment were not explicitly included as ethical violations until the 1982 revision. Ethical obligations with respect to hiring, promotion, tenure and other employer/employee relations were added in the 1989 version. Ethical issues pertaining to sociological practice remain limited in coverage and are currently being considered by COPE along with additional teaching issues.

Since one of the objectives of COPE is to inform members of the ethical standards of the Association, efforts have also been made over the years to include statements in *Footnotes* about ethics issues. COPE is discussing the possibility of future articles and sessions at annual ASA meetings dealing with ethics concerns of members such as specific teaching practices considered unethical, guidelines for ethical authorship arrangements, and ethical dilemmas encountered by sociologists in government, business or private agencies outside the university. Not only does COPE want the workings of the committee to be demystified and understood, but also it seeks to make sure there is no mystery about the ethical standards of conduct that are expected of all sociologists in every aspect of their practice. Members who have specific questions about either are invited to contact COPE via William H. Martineau at the ASA Executive Office. □

The Lone Vote to Censure

I am writing to set the record straight on the Sorenson profile of ASA President James S. Coleman. In his opening paragraph, Sorenson wrote: "The leadership of the ASA, including the ASA President, tried to censor him for producing subversive sociology in the middle seventies. It was an ignominious act that almost succeeded."

I was a member of the Council when this issue came up. The President did propose to censure Professor Coleman for a violation of professional ethics that allegedly occurred when Coleman was interpreting the meaning of his latest research on school desegregation. No one on the Council supported this presidential proposal. It is, therefore, inaccurate to say that "the leadership of the ASA" was involved in what Council members regarded as "an ignominious act" or that the act "almost succeeded."

William Foote Whyte □

Comparative Historical Section Award

The Comparative Historical Sociology Section awarded its 1991 prize for the best article jointly to two papers: "Three Temporalities: Toward an Eventual Sociology," by William H. Sewell, Jr. (University of Chicago); and "Formal Organization and the Fate of Social Movements: Craft Association and Class Alliances in the Knights of Labor," by Carol Connell (Stanford University) and Kim Voss (University of California-Berkeley). Sewell's paper is forthcoming in *The Historic Turn in the Human Sciences*, edited by Terrence J. McDonald, while the Connell and Voss paper appeared in *American Sociological Review*, April 1990. □

Call for Papers

CONFERENCES

An International Conference on Social Stress Research, June 15-17, 1992, Venice, Italy. The conference is designed to bring together researchers in the field of social stress. Abstracts or papers must be received by January 17, 1992. For more information, please write: Kimberly Vogt, Conference Coordinator, Dean's Office, College of Liberal Arts, Munkland Hall, University of New Hampshire, Durham, NH 03824; (603) 862-2062.

Asian Studies on the Pacific Coast (ASPAC) Annual Meeting, June 19-21, 1992, California Polytechnic State University. This year there will be funds to help support graduate student travel to the conference. Send paper proposals and inquiries to: Barbara Mori, ASPAC 1992 Program Chair, Social Sciences Department, Cal Poly, San Luis Obispo, CA 93407; (805) 756-2260. The deadline is March 31, 1992.

Association for the Sociology of Religion Annual Meeting, August 18-20, 1992, Pittsburgh, PA. Theme: "Religion and the Reconstruction of Society." Send special theme and workshop proposals by January 15. The deadline for abstracts of paper presentations on any aspect of the sociology of religion is February 15. Send submissions to: H. Wesley Perkins, ASR Program Chair, Department of Anthropology and Sociology, Hobart & William Smith Colleges, Geneva, NY 14456; (315) 781-3437.

CB/SM Workshop on Culture, June 18-20, 1992, University of California, San Diego, CA. A call for papers is made for roundtable sessions to be held each day of the workshop. Roundtables will be formed around themes relating to all aspects of collective behavior and social movements, and are not necessarily restricted to the theme of culture. Please send proposals/papers by January 15, 1992 to: Stella Capek, Department of Sociology, Hendrix College, Conway, AR 72032. For further information contact: Hank Johnston, San Diego State University, San Diego, CA 92182-0383; (619) 673-0356.

The Communal Studies Association (formerly the National Historic Communal Societies Association) Annual Communal Conference, October 15-18, 1992, Nauvoo, IL. Theme: "Utopian Communities: Rural and Urban Patterns of Settlement and Life." Papers and session proposals, along with short vitas should be sent by April 15, 1992, to the program chair: Robert Sutton, Department of History, Western University, Macomb, IL 61455; (309) 298-1053.

International Sociological Association's Research Committees #17 (Organizations) and #20 (Comparative Sociology), July 3-7, 1992, Japan. Theme: "States, Firms, and Fundamental Values: An Exploration of the Shift of Power from States to Firms and the Consequences of the Shift for Fundamental Values." Abstracts are due end of January, and completed papers end of March 1992. Contact: Secretariat, H.K. Nishio, Kibi International University, Takahashi-shi, Okayama-ken, 716 Japan; 011-866-22-7178.

Law and Society Association Annual Meeting, May 26-31, 1992, Philadelphia,

PA. The Program Committee invites proposals for participation including proposals to present research, organize sessions, and participate in discussion on all aspects of the meaning and significance of law in society and culture. For a copy of the Call for Papers, contact: The Executive Offices of the Law and Order Society Association, Hampshire House, University of Massachusetts, Amherst, MA 01003; (413) 545-4617. Deadline for proposals is January 15, 1992.

The New England American Studies Association, April 24-26, 1992, University of Massachusetts-Boston. Theme: "Multiculturalism and the Americas." Possible topics include: multiculturalism and its critics, immigration, cross-cultural perspectives, the impact on teaching and scholarship of new theories, texts, and anthologies that highlight issues of race, ethnicity, gender, and class. NEASA particularly welcomes proposals dealing with Hemispheric Studies that have a transnational perspective. Send proposals by February 3, 1992, to Lois Rudnick, Director, American Studies Program, University of Massachusetts-Harbor Campus, Boston, MA 02125.

Rutgers University Cooperative Extension People Plant Council National Symposium, April 24-26, 1992, East Rutherford, NJ. Topics: Human Culture as Influenced by Plants, Human Interaction in Communities as Affected by Plants in the Environment, The Psycho/Physiological Responses of People to Plants in a Man-made Context, Horticulture as a Prescriptive Tool for Treatment and Rehabilitation, and Putting Research Into Action: Implementation. Authors should choose the most pertinent topic above and prepare a presentation that reflects their viewpoint/research in a way that will stimulate discussion. Submission form, with abstract, should be sent immediately to: Joel Flogaier, Agriculture/Resource Management, Rutgers University Cooperative Extension, 327 Ridgewood Avenue, Paramus, NJ 07652-4896.

Scholarship on Women & Society Conference, June 5-6, Marist College, Poughkeepsie, NY. Submit abstracts by January 7, 1992 to: Women's Conference, Division of Humanities, Marist College, Poughkeepsie, NY 12601. For more information call: (914) 575-3000 ext. 2234.

The Social Science History Association Annual Conference, November 5-8, Chicago, IL. In addition to the normal range of topics covered at the meeting, the program committee is particularly interested in proposals that focus on themes related to the Columbian Quincentennial. The deadline for receiving proposals is February 15, 1992. People submitting entire panels (which should be interdisciplinary) are strongly encouraged to submit earlier. Contact: Margo Anderson, Department of History, University of Wisconsin-Milwaukee, Milwaukee, WI 53201; (414) 229-4361, or Andrew Abbott, Department of Sociology, University of Chicago, 1126 E. 59th Street, Chicago, IL 60637; (312) 702-4545.

Society for Nutrition Education's 25th Anniversary Annual Meeting, July 14-18, 1992, Washington, DC. Reports of original research on any aspect of nutrition education are welcomed. For more information, contact: SNE Headquarters, 2001 Killebrew Drive, Suite 340, Minneapolis, MN 55425-1882; (612) 854-0035.

PUBLICATIONS

Ann Goetting and Sarah Fenstermaker are planning to compile an anthology of autobiographical accounts of women sociologists focusing on their professional history and development. Each account will tell the author's own story

in her own way, and should "breathe" with texture, humanism and perhaps a touch of humor. We want to hear how women have faced adversity as women, and their creative responses. We are seeking participants who are willing to "come out" with their stories; our vision is to include about twenty chapters. Contact: Ann Goetting, Department of Sociology, Western Kentucky University, Bowling Green, Kentucky 42101, (502) 745-2253 (W) or (502) 843-9684 (H); or Sarah Fenstermaker, Department of Sociology, University of California, Santa Barbara, CA 93106, (805) 893-4489.

Feminism & Psychology is seeking articles for a special issue on heterosexuality. All articles are subject to the usual process of review; and authors are advised to consult the journal's "Notes for Contributors" on the inside back cover. Submissions should be directed to: Celia Kitzinger, Department of Psychology, University of Surrey, Guildford GU2 5XH, Surrey, UK.

ISLA: A Journal of Micronesian Studies cordially invites authors to submit analytical essays, policy analyses, original research, annotated bibliographies, notes and comments, and other papers which advance scholarship about Micronesia. Manuscripts should conform to the APA Style Manual, American Psychological Association (3rd ed.). Please submit three copies, double-spaced throughout, and typed on one side only. Except for Notes and Comments contributions (up to 10 pages in length), manuscripts of 20 to 30 pages in length are preferred. Contributions should be sent to: ISLA Editorial Office, Graduate School & Research Office, UOG Station, Manila, Guam 96923.

Journal of Economic Psychology is planning a special issue devoted to research in socio-economics. Empirical papers, offering support to or challenging previously untested arguments derived from the socio-economic paradigm, and theoretical papers, clarifying the concepts and logic of socio-economic analysis, will be equally welcomed. All papers should be sent, with a cover letter identifying them as submissions for the special issue to: Stephen Lea, Editor, *Journal of Economic Psychology*, University of Exeter, Washington Singer Laboratories, Exeter EX4 4QG, UK. For further information contact: James Burk, Department of Sociology, Texas A&M University, College Station, TX 77843-4351 or the editor.

Research in the Social Scientific Study of Religion (RSSSR) allows the publication of longer manuscripts than most journals permit. Significant research-oriented theoretical studies, state-of-the-art surveys, and reviews of literature in the field can be accommodated in addition to briefer articles. All papers are refereed. Correspondence about potential papers may be addressed to either David Moberg or Monty Lynn. Manuscripts should be sent in quadruplicate to Monty Lynn. The submission deadline for Volume 5 is January 15, 1992. (Submission deadlines for Volumes 6 and 7 is January 15 of 1993 and 1994). Contacts: Monty L. Lynn, Department of Management Sciences, Abilene Christian University, Abilene, TX 79699-8325; and David O. Moberg, Department of Social and Cultural Sciences, Marquette University, Milwaukee, WI 53223.

Social Problems: Environmental Justice is seeking manuscript submissions from a variety of theoretical, methodological, and disciplinary perspectives for a special issue on the topic of environmental justice. Papers should make a contribution to the development of theory. We encourage papers that focus on issues of class, race, gender, inequality among communities, regions, and nations. Possible areas of focus include but are not limited to (1) the political economy of resource and energy use;

(2) the distribution of undesirable land uses such as waste disposal facilities or technological hazards; (3) the workplace and community environmental health; and (4) inequalities in social response and regulation of environmental problems. Papers should be submitted to: Merry Morash, Editor, School of Criminal Justice, 560 Baker Hall, Michigan State University, East Lansing, MI 48824; (517) 366-1998/355-2197. Deadline: March 15, 1992.

Meetings

January 20-22. SCS Western Multiconference, Newport Beach, CA. Theme: "Simulation in Healthcare and Social Services." Contact: James G. Anderson, Department of Sociology and Anthropology, Purdue University.

February 10-12. National Institutes of Health International Conference on "Aging: The Quality of Life", Washington, DC. Those interested in program and registration information should contact: Aging: Quality of Life Conference, Suzanne Kuntz, Conference Coordinator, 655 15th Street, NW, Suite 300, Washington, DC 20005; (202) 639-4524.

February 13-17. International San Belt Social Network Conference, San Diego, CA. Contact: Phillip Bonacich, Department of Sociology, UCLA, Los Angeles, CA.

February 20-23. Reforming the Major: Principles, Practices & Politics, Philadelphia. March 26-29, 1992, Chicago. For more information contact: Carol Schneider or Thomas Jeavons at AAC, 1818 R Street, NW, Washington, DC 20009.

March 4-5. ADEEC's 14th Annual Conference, Boston, MA. Theme: "Catastrophic Loss: Global and Personal—Making a Difference." Contact: Sue Berry, ADEEC, Dept. DN, 638 Prospect Avenue, Hartford, CT 06105-4298; (203) 232-4825.

March 16-20. The Ninth Annual International Conference of Technology and Education, Paris, France. Contact: Cheri Chase, Conference Coordinator, Continuing Education Programs, College of Education, University of Texas, PO Box AA, Austin, TX 78713-7510; (512) 471-4080.

March 22-25. Census Bureau's 1992 Annual Research Conference (ARC 1992), Arlington, VA. Contact: Maxine Anderson-Brown, ARC Conference Coordinator, Office of the Director, Bureau of the Census, Washington, DC 20233; (301) 763-1150.

March 27-29. Society for the Advancement of Socio-Economics 1992 Conference, Irvine, CA. Theme: Substantive issues and findings and what specific results and insights socio-economics can bring to bear upon the issues of the day. Contact: SASE, 714H Gelman Library, George Washington University, Washington, DC 20052; (202) 994-8167.

May 4-7. Conference on Computing for the Social Sciences, University of Michigan, Ann Arbor, MI. Contact: Department of Conferences and Seminars, University of Michigan, 541 Thompson Street, Room 112, Ann Arbor, MI 48109-1360.

May 15-16. National/Net Teen Pregnancy Program Evaluation Workshop, Los Altos, CA. Contact: Social Research Applications, 170 State Street, #280, Los Altos, CA 94022; (415) 949-3287.

June 9-13. U.S. Association for Victim-Offender Mediation, University of California-Berkeley. Contact: Harriet Fagan, USAVOM, c/o PACT Institute of Justice, 254 S. Morgan Blvd., Valparaiso, IN 46383; (219) 462-1127.

June 11-14. North American Society of Adlerian Psychology Annual Convention and Workshops, Chicago, IL. Theme: "Well-Being: Theory and Practice." Contact: Linda L. Wise, Convention Coord-

inator, 5353 Manhattan Circle, Suite 103, Boulder, CO 80303; (303) 499-2299.

June 22-26. International Conference—Social Science Methodology, University of Trento, Trento, Italy. Contact: Hans Schadee, Dipartimento di politica sociale, Università di Trento, via Verdi 26, I-38100 Trento, Italy.

August 17-20. Ninth Annual Summer Series on Aging, Lexington, KY. Contact: Carol Pearce, Allied Health Continuing Education, Medical Center Annex 3, Room 8, University of Kentucky, Lexington, KY 40536-0218; (606) 233-6459.

Funding

Alpha Kappa Delta International Sociology Honor Society will provide up to \$400 in supplemental support of initial sociological research symposia which are sponsored by a local chapter, or chapters of AKD. Additionally, AKD will provide up to \$200 in supplemental support for established sociological research symposia which are sponsored by a local chapter, or chapters of AKD. Support for either type of symposia will be determined by majority vote of AKD Council at its August 1992 business meeting. Recipients will be notified by September 1, 1992. Application Guidelines: (1) applications must be from AKD chapters; (2) applications must include information on how the requested funds are to be used and what other financial assistance is available to the symposium; (3) twenty copies of the application must be received no later than May 1, 1992. Send applications to: Alvin P. Short, AKD Secretary-Treasurer, Department of Sociology, Southwest Texas State University, 601 University Drive, San Marcos, TX 78666-4616.

American Statistical Association/NSF/SRS Research Fellowships. Senior researchers and recent doctorate recipients are invited to apply for a 1992-1993 ASA Fellowship within NSF's Division of Science Resource Studies (SRS). The fellowship stipend will be commensurate with qualifications and experience. Applications are due January 6, 1992. For general information about the program, contact: Carolee Bush, ASA, 1429 Duke Street, Alexandria, VA 22314-3402; (703) 684-1221. For information on research topics, contact: Kenneth M. Brown, Division Director, SRS, 1800 G Street NW, Room L-609, Washington, DC 20556; (202) 634-4027.

The Association for Canadian Studies in the United States announces a new grant program designed to support the publication of manuscripts in the United States dealing with Canada and Canadian-American relations. Grants will be made directly to publishers working with academics at accredited four-year U.S. colleges and universities, or with scholars at American research and policy-planning institutes. All applicants must be U.S. citizens or permanent residents of the United States. Guidelines are available by calling the ACSAU Secretariat at (202) 887-6375. Applications may be submitted at any time but no later than January 1, 1992, for the 1991-1992 competition. Applications should be sent directly to the Publication Award Committee, the Association for Canadian Studies in the United States, One Dupont Circle, Suite 620, Washington, DC 20036.

University of California-Berkeley, School of Public Health, offers postdoctoral and predoctoral fellowships in mental health services research, funded by the National Institute of Mental Health. The fellowships are designed to promote the development of investigators who will focus their research

Continued on next page

Preparing for Spring Semester?

Contact the ASA Teaching Resources Center for a 1992 catalogue of available teaching materials. Write: ASA Teaching Resources Center, 1722 N Street NW, Washington, DC 20036.

Funding, continued

on the organization, financing, and delivery of mental health services. Up to four predoctoral (\$8,800 stipend) and four postdoctoral (stipend ranging from \$18,600 to \$32,300) fellowships are available. Applicants must be U.S. citizens or permanent residents; predoctoral applicants should be currently enrolled in a doctoral program. For more information or an application, contact: Academic Coordinator of Fellowship Programs, Health Policy and Administration Program, School of Public Health, (510) 643-8614; or Ann Greenwater, School of Social Welfare, (510) 642-4407, University of California, Berkeley, CA 94720. Application deadline: February 17, 1992.

Child Trends, Inc., a nonpartisan, non-profit research organization, invites scholars to spend all or part of their sabbatical in Washington, DC to conduct independent and/or joint research projects in the areas of children, youth and families. Funding is provided by the William and Flora Hewlett Foundation. Send letter of interest and vita by January 31, 1992. For more information, please write to: Scholars in Washington Program, Child Trends, 2100 M St. NW, Suite 610, Washington, DC 20037.

Indiana University Center on Philanthropy's Academic Programs and Research Division seeks qualified applicants for its Doctoral Fellowships and Research Grants program. To be eligible for the doctoral fellowship, individuals must be candidates for a graduate/professional school in North America. Pre-dissertation requirements must be finished by the application deadline and proposals must have received official, final faculty approval at the home institution before the applicant's fellowship year begins. Completed applications for both Fellowship and Research Grants must be post-marked no later than February 15, 1992. For more information, call or write the Center on Philanthropy, 550 West North Street, Suite 301, Indianapolis, IN 46202; (317) 274-4200.

Indiana University Department of Sociology has a program in the Measurement of Affect and Affective Processes funded by the National Institute of Mental Health. The program supports a number of predoctoral and postdoctoral students. The 12-month stipend for predoctoral fellows is \$8,800 per year. Postdoctoral fellows can be supported to up to two years. The stipends for postdoctoral fellows range from \$18,600 to \$32,300 depending upon the number of years since receiving the PhD. Predoctoral fellow candidates should write directly to: Director of Graduate Studies, 774 Ballantine Hall, Indiana University, Bloomington, IN 47405 for application materials. Postdoctoral applicants should send vita, letters of reference, copies of published or submitted papers, a description of course work in mathematics and/or statistics, and a brief description of research interests to: David Heise, Department of Sociology, 744 Ballantine Hall Indiana University, Bloomington, IN 47405. Applications are due by February 15, 1992.

Indiana University invites applications from new and recent PhDs for postdoctoral Fellowships in an NIMH-sponsored training program on Identify, Self, Role and Mental Health. The Program's purpose is to train researchers in contemporary theories of self and contemporary multivariate methods, and to apply these to mental health relevant topics. Applications from minority persons are welcomed. To apply, send current vita, letters of reference, published or unpublished papers, and a brief description of research interests and plans to: Sheldon Stryker, Director, Social Psychology Training Program,

Department of Sociology, Indiana University, Bloomington, IN 47405. Application deadline: February 15, 1992.

The Institute for Research on Poverty at the University of Wisconsin-Madison and the U.S. Department of Health and Human Services will sponsor the eleventh competition under the Small Grants and Sabbatical Grants Program for research on poverty-related topics during the period July 1992 through July 1993. Two programs are offered: (1) several grants of up to \$15,000 each are available for work during the summer of 1992 and do not require residence in Madison or Washington, DC; (2) a smaller number of grants up to \$35,000 each are available for visitors in residence at either IRP or the Department of Health and Human Services during the 1992-93 academic year. Researchers must hold the PhD. To obtain guidelines (available December 1), address the request to: Small Grants Program,

Institute for Research on Poverty, 1180 Observatory Drive, Madison, WI 53706. Application deadline: February 14, 1992.

The Latin American Program of the Woodrow Wilson Center is offering three fellowships of \$10,000 each for the study of Venezuela. Applicants must be willing to spend the 1992-1993 academic year engaged in dissertation research on Venezuela, at least six months of which must be fieldwork in the country. The dissertation itself must be related to Venezuela. They must have completed all required work toward their doctoral degrees in a recognized U.S. university, except their dissertations, by the time they take up the award. The application deadline is: February 1, 1992. For more information about applying, write: The Latin American Program, The Woodrow Wilson Center, 1000 Jefferson Drive, SW, Washington, DC 20560; or call: (202) 357-1446.

The National Endowment for the Humanities is encouraging proposals which support the endeavors of teacher education and humanities faculty who seek to strengthen the humanities preparation of future elementary and secondary school teachers. Those who wish to request further information or to discuss an idea with NEH program officer should call the Division of Education Programs at (202) 786-0380. Formal application deadlines are April 1 and October 1 each year.

The Population Reference Bureau is offering three internships for the 1992-93 year: (1) the International Programs Internship (open to U.S. citizens only); (2) the Academic Year Internship; and (3) the Summer Internship. Both undergraduate and graduate students are eligible for any internship. For the Academic Year and Summer positions, the internship length and the work week can be flexible. Interested indi-

viduals should send a resume and a letter of application describing their completed academic studies, their interest in the field of population, and any additional information which supports their candidacy. Two letters of recommendation from instructors should be sent separately. In their letters, applicants should indicate clearly the position(s) for which they are applying. Application deadlines are as follows: International Programs: April 3, 1992, Academic Year: April 3, 1992, Summer: February 7, 1992. Send applications to: Internship Program, Population Reference Bureau, Inc., 1875 Connecticut Avenue NW, Suite 520, Washington, DC 20009.

Postdoctoral Fellowship in Race, Poverty and Social Policy. William Julius Wilson of the Center for the Study of Urban Inequality at the University of Chicago along with Christopher Jenks and Rebecca Blank of the Center for Urban Affairs and Policy Research at Northwestern University have established a joint program of research training for social scientists interested in race, poverty and social policy. Applicants need not have their doctorate at the time they apply, but they must have it before taking up their position. Stipends will ordinarily be between \$24,000 and \$30,000 per year. Details may be obtained from: Helen Goldblatt, Center for Urban Affairs and Policy Research, Northwestern University, Evanston, IL 60208, (708) 491-9916; or Heidi Melrose, Center for the Study of Urban Inequality, Irving B. Harris Graduate School of Public Policy Studies, University of Chicago, 1155 East 60th Street, Chicago, IL 60637, (312) 702-0894. Applications should be submitted by March 1, 1992. Awards will be announced on April 1, 1992.

The Society for the Psychological Study of Social Issues is seeking candidates for its James Marshall Public Policy Fellowship. Applicants must hold a PhD or PsyD and must be a member of (or be eligible for membership in) APA and SPSSI. Candidates must demonstrate commitment to SPSSI goals, have a sound scientific and/or clinical background, want to be active in public policy, and most importantly, demonstrate a strong interest in and/or involvement with the application of social science to social problems. The stipend will be \$31,050 per year, plus health and leave benefits (no retirement benefits). For more information about the Fellowship, call: Gregory Wilmoth, Chair, Fellowship Oversight Committee; (301) 348-3983. Application materials must be postmarked by February 1, 1992.

The Social Science Research Council announces Dissertation and Postdoctoral Fellowships for Advanced German and European Studies at the Free University of Berlin. A stipend of 2,000 DM per month (up to 2,500 DM for awardees with family) is provided to fellows to cover living expenses while in Berlin. Additional allowances will cover transatlantic transportation for fellows and their spouses. Citizens and permanent residents of the U.S. are eligible to apply. At the dissertation level, applicants must have completed all requirements (except the dissertation) for the PhD at the time the fellowship begins. At the postdoctoral level, the program is open to scholars who have received their PhD or its equivalent on or after February 14, 1990. Application deadline: February 14, 1992. Announcement of Awards: June 1992. For further information contact: Social Science Research Council, Berlin Program for Advanced German and European Studies, 605 Third Avenue, New York, NY 10158; (212) 661-0280.

The Social Science Research Council announces the availability of awards to university departments in disciplines

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Continued on next page

Funding, continued

which are underrepresented in Soviet studies, for the purpose of making fellowships available to first-year students enrolled in a PhD program. The competition for these awards will be administered by the Joint Committee on Soviet Studies of the SSRC. The JCSS will accept applications from sociology and anthropology departments at universities which also have other departments offering courses in Soviet studies. The selected departments must have faculty able to support dissertations related to the Soviet Union. Students may not apply directly to the JCSS for these fellowships. However, interested students may contact the SSRC for information on the institutions applying for the awards. The deadline is December 1, 1991, for fellowships for the 1992-1993 academic year. For more information contact Joint Committee on Soviet

Studies, First Year Fellowship Program, Social Science Research Council, 605 Third Avenue, New York, NY 10158. (212) 661-0280.

The Susan B. Anthony Center for Women's Studies at the University of Rochester announces a postdoctoral fellowship for a recipient of the PhD in any discipline. Applicant's work should be closely related to women's studies. The fellowship is for one academic year beginning September 1992. The stipend is \$24,000 yearly. A Susan B. Anthony Fellow will work on projects, will be appointed in an existing academic department, and will teach two courses during the year. Content is open, subject to the interests of the Fellow and the needs of the Center. The courses will bridge a standard academic discipline and women's studies (e.g., psychology of women, history of women, philosophy of feminism). Send vita, a course proposal, three letters of recom-

mendation, a 1-2 page project proposal, and samples of published or unpublished work no later than February 1, 1992 to: Director, Susan B. Anthony Center, University of Rochester, 538 Lattimore Hall, Rochester, NY 14627.

The United States Institute of Peace offers financial support for research, education and training, and the dissemination of information in the fields of international peace and conflict resolution. Most solicited grants are one to two years in duration. The institute expects to award several grants in the range of \$30,000 to \$60,000 in this cycle of competition. It is the institute's strong preference that grants be made to institutions rather than to individuals. For further information or application material, please call or write: Solicited Grants Projects, United States Institute of Peace, 1550 M Street NW, Suite 700, Washington, DC 20005-1708; (202) 429-3844.

Competitions

Alpha Kappa Delta announces an Undergraduate Student Paper Competition. First prize: \$500, second prize: \$250, and third prize: \$100. Author must be an AKD member and an undergraduate student when the paper was written. Submissions from students who are not involved in local competitions will also be accepted. Each AKD chapter may hold a local paper competition and submit, by June 1, 1992, a paper or papers to: Mark Hutter, Department of Sociology, Glassboro State College, Glassboro, NJ 08028.

The Section of Sex and Gender of the American Sociological Association announces its sixth annual award for the best paper based on a student's dissertation dealing with sex and gender issues. Papers should deal with an important theoretical issue or significant empirical problems in the field of

sex and gender. The paper must be based on a dissertation that was completed and approved no earlier than January 1991, or a dissertation that is still in progress. Papers must be sole-authored and no longer than 25 double-spaced pages (exclusive of tables and references). Five copies must be postmarked on or before May 1, 1992. Send to: Lynn Weber, Department of Sociology, Memphis State University, Memphis, TN 38152.

The Sociologists AIDS Network (SAN) announces the availability of a \$400 award to support travel to the 1992 ASA meetings for the best graduate paper on an AIDS-related issue. To be considered for the award, the paper must: (1) address an AIDS-related issue; (2) be accepted for presentation at the 1992 ASA meetings; or (3) be written by a graduate student. Papers must be received no later than March 15, 1992. Send papers to: Mary Gillmore, University of Washington, 4101 15th Avenue NE, JH-30, Seattle, WA 98195. Indicate departmental affiliation, and include copy of letter of acceptance of paper for presentation.

The Sociology of Culture Section will be awarding a prize for the best recent book in the field at the next annual meeting. To be considered eligible, books must have been published in 1988 or subsequently, and must represent an exemplary piece of research or theory. Self-nominations are welcome. If you wish to nominate a book, please provide the committee with: (1) a detailed letter describing the content of the book, its position in the field, and why you think it deserves the award; and (2) five copies of the book. We recommend you contact the publisher and ask to have copies sent directly to each committee member. Books and letters should be sent to: (1) Diane Barthel, Department of Sociology, SUNY-Stony Brook, Stony Brook, NY 11794; (2) Ewa Morawska, Department of Sociology, University of Pennsylvania, Philadelphia, PA 19104-6299; (3) Charles Simpson, 16 Woodcliff Drive, Plattsburgh, NY 12901; (4) Gaye Tuchman, Department of Sociology, University of Connecticut, Storrs, CT 06260; and (5) Janet Wolff, Department of Art and Art History, University of Rochester, Rochester, NY 14627. All nominations must be received by March 15, 1992.

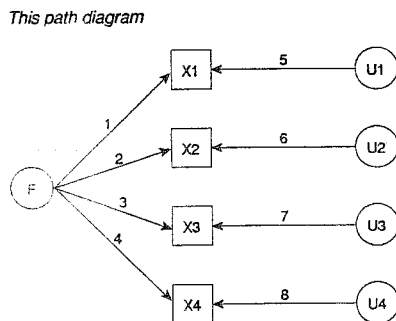
The Political Sociology Section Distinguished Contribution to Scholarship Award is offered in successive years for an outstanding published book and an outstanding article(s). In 1992, the award will be for an article. Eligible works must be published in the two preceding calendar years (1990 and 1991). The deadline for submission of nominations and materials for the 1992 award is March 31, 1992. Members of the Awards Committee, to whom copies of the articles should be sent, are: Saskia Sasoon, School of Architecture, Columbia University, NYC, NY 10027; Philo Wasburn, Sociology, Purdue University, Lafayette, IN 47907; and Don Tomaskovic-Devey, Sociology, North Carolina State University, Raleigh, NC 27695.

The Political Sociology Section is also delighted to announce its first annual Political Sociology Section Distinguished Graduate Student Article Award. Eligible works must have been written in the year preceding the award (although for the first year of the award works written in the two preceding years, 1990 and 1991, will be eligible). The deadline for submission of nominations and materials for the 1992 award is March 31, 1992. Members of the Committee to whom copies of the articles should be sent are: Hal Beneson, Sociology, McGill University, Montreal, PQ H3A 2T7; and Kelly Moore, Sociology, University of Arizona, Tucson, AZ. Articles may be no longer than 30 pages of text, and must be double-spaced.

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is input like this:

```
(F) -1-> [X1],
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      -3-> [X3],
      -4-> [X4],
```

```
(U1) -5-> [X1],
(U2) -6-> [X2],
(U3) -7-> [X3],
(U4) -8-> [X4]
```

and output like this:

```
(F) -1 { 0.320 SE= 0.112 }-> [X1],
      -2 { 0.674 SE= 0.133 }-> [X2],
      -3 { 0.431 SE= 0.114 }-> [X3],
      -4 { 0.520 SE= 0.119 }-> [X4],
```

```
(U1) -5 { 0.947 SE= 0.064 }-> [X1],
(U2) -6 { 0.739 SE= 0.109 }-> [X2],
(U3) -7 { 0.520 SE= 0.119 }-> [X3],
(U4) -8 { 0.854 SE= 0.075 }-> [X4]
```

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Mass Media

Beatrice Berry, Kent State University, was interviewed on the September 11 *Morning Edition* (National Public Radio) about her second career as a stand-up comedian.

Sharon Collins, University of Illinois, was interviewed on an August WBEZ program on the "glass ceiling" on women's careers. She and her husband were profiled in the May *Today's Chicago Woman*.

Lynn Davidman, University of Pittsburgh, had an article appear in the *Washington Post* about her book *Women Turn to Judaism's Old Ways*.

Bob Enright and **Bob Wolensky**, University of Wisconsin-Stevens Point, had a press release concerning their research picked up by over 80 Wisconsin newspapers. The research dealt with fiscal stress among small governments in the state.

Amiati Etzioni, George Washington University, **William Donohue**, La Roche College, **James Jasper**, New York University, and **Jack Douglas**, University of California-San Diego, were quoted in an August 12 *Time* cover story on "Busybodies and Crybabies."

John E. Farley, Southern Illinois University-Edwardsville, recently appeared on a call-in radio program concerning racial housing segregation on WJML Radio, St. Louis. He was also quoted in the *Belleville (Illinois) News-Democrat* concerning his research on housing segregation and concerning the role of joblessness in contributing to record homicide rates in St. Louis and East St. Louis in 1991. He was also recently quoted in the *St. Louis Post-Dispatch* concerning his research on public response to earthquake forecasts and earthquake preparedness.

Philip Hauser, emeritus, University of Chicago, was interviewed for a September 22 *Sun-Times* story, "Is Chicago a World-Class City?"

Leslie Inniss was quoted in the April 14 *Tampa Tribune* on the impact of integration on students.

Edward L. Kain, Southwestern University, was quoted, and had his book, *The Myth of Family Decline*, cited in a recently released Associated Press story on one-child families which received nationwide coverage.

Richard Knudten, Marquette University, was interviewed for an August *Tribune* story on the Jeffery Dahmer case.

John Koval, De Paul University, was interviewed for a September 8 *Sun-Times* story on the changing demographics of baseball crowds.

Roberta Lessor, Chapman University, had her work on egg donation between sisters cited in a recent *Boston Globe* article titled "Family Ties." She was also interviewed for a recent article in the *Orange County Register* on the Senate Judiciary Hearings and the issue of sexual harassment.

J. Robert Lilly, Northern Kentucky University, was recently cited in a Criminal Justice Standing Committee Debate in the Parliament of England.

J. Robert Lilly and **Paul Knepper**, Northern Kentucky University, had their paper "The Corrections-Commercial Complex: Another Iron Triangle?" featured in the July/August issue of *The Angolite*, the nation's leading prison magazine.

Katherine Mallin, Illinois Cancer Council, was interviewed for a September 22 *Channel 2* news story on the incidence of cancer on Chicago's southeast side.

Mark Rodeghier, University of Illinois and SPSS, Inc., was interviewed for a September 13 *Chicago Reader* story on

the Hynek Center for UFO Studies, with which he is also affiliated.

Allan Schnaiberg, Northwestern University, was a panelist for a July 23 discussion of "boomerang kids" on WBEZ radio.

Martin D. Schwartz, Ohio University, was quoted in a front page story in the September 30 *USA Today* article on increased murder rates in American cities.

Win Stracke, the late Chicago folksinger, was paid tribute to on the July 3 *The Midnight Special* (WFMT radio). The tribute included a performance of his *The Sociologist's Song* at a sociological conference in Chicago in the 1960's.

Gregory Squires and **William Velz** were quoted in an article in the September 26 *USA Today* on the review of the Black political economy, insurance redlining and the process of discrimination.

Richard Taub, University of Chicago, and **Tom Smith**, National Opinion Research Center, were interviewed for a September 22 *Sun-Times* story.

Wm Wiewel, University of Illinois, was interviewed for a September 15 *Sun Times* story on the City of Chicago's programs to attract industry.

James L. Wood, San Diego State University, was interviewed and quoted in a *Perspectives* article about the "Mommy Track," occupational and family pressures on younger females today, and the need for institutionalizing "flex time" on the job to relieve some of these pressures.

People

Benigno Aguirre, Texas A&M University, has been appointed to the editorial board of *American Sociological Review*. He also has accepted a three-year term

on the ASA's Committee on National Statistics.

James Burk, Texas A&M University, will serve as Guest Associate Editor of the *Journal of Economic Psychology* for a special issue devoted to recent research in Social Economics.

Kenneth Colburn, Butler University, is the new Department Head in Sociology and Anthropology.

Thomas J. Hoban, Extension Specialist, North Carolina State University, gave the closing keynote address at the national symposium on "Livestock and Big Game Interactions: Finding Common Ground" held in Reno, Nevada. He was invited to speak on "Dealing and Gaining Acceptance of Change" at the conference which was sponsored by a variety of government agencies and private groups.

Toby E. Huff, University of Massachusetts-Dartmouth campus, has been appointed Chairman of the Sociology and Anthropology Department at the newly merged UMass-Dartmouth campus.

Leslie Inniss, Florida State University, has received a Spencer Fellowship to study the long-term effects of school desegregation.

Christine Wright-Isak, director of consumer cultures and trends for Young and Rubicam advertising in New York, has been named a vice president of the agency. She currently serves on the boards of Sociologists in Business, and of the American Sociological Association Sociological Practice Section.

Henry Landsberger, University of North Carolina-Chapel Hill, represented the American Association of University Professors on a three-person panel at the Annual Meeting of the Faculty Athletic Representatives Association of the National Collegiate Athletics Association in Chicago, on October 18. He was also a part of a group of 18 North Carolinians visiting Israel and the West Bank, November 3-17.

Marie Osmond and **Michael Armer**, Florida State University, have received grants from the Florida State University Committee on Faculty Research Support.

Jill Quadagno and **J. Blake Turner**, Florida State University, have received a grant from the Families USA Foundation to study the disabled elderly who cannot afford nursing home care.

Shulamit Reinharz, Brandeis University, has been promoted to Full Professor and is the first woman to achieve that rank in the history of the department. She also serves as the director of Women's Studies at Brandeis University.

Barbara Risman, North Carolina State University, recently attended a United Nations sponsored conference on "Gender and Restructuring" in Helsinki. She then lectured at the Institute of Sociology in the USSR Academy of Sciences on "Trends in Research on Families." She also spoke at the Center of Gender Studies in the USSR Academy of Sciences on "The Relationship Between the American Women's Movement and Feminist Scholarship in the United States." Both of these talks were given in Moscow.

Richard K. Thomas has recently left his position as senior research scientist at Baptist Memorial Hospital, Memphis, TN, to pursue consulting interests. He is a principal in Medical Services Research Group and is providing consultation services to hospitals and physician groups.

Rose Weitz, Arizona State University, recently gave an invited lecture at Yale University on "Women and AIDS" at the University of Maine-Dartmouth Medical School on "Blame, Dread, and the Moral Status of Illness." Both lectures expanded on material presented in her recent book, *Life With AIDS* (Rutgers University Press).

Awards

Patricia Hill Collins, University of Cincinnati, received the C. Wright Mills award from the Society for the Study of Social Problems for her book *Black Feminist Thought*.

Isaac Eberstein, Florida State University, has received the Department of Sociology Teaching Award.

Larry Isaac, Florida State University, has received the College of Social Sciences Teaching Award.

Barry V. Johnston, Indiana University-Southwest, received the Ultimate Reality and Meaning Award from the Society for the Study of Ideas on Ultimate Reality and Meaning at their recent meeting in Toronto. Johnston was honored for his work on Pitirim Sorokin.

Erika Kates, Smith College, received the Massachusetts Sociological Association's Apple Award for Outstanding Contributions to Teaching.

Henry Landsberger, University of North Carolina-Chapel Hill, received a grant from the German Academic Exchange Service A (DAAD) to spend two months in the ex-German Democratic Republic (DDR) studying the problems involved in changing the pre-existing ambulatory health care system to one more congruent with that prevailing in West Germany.

Stuart J. Miller, Washington and Jefferson College, has been named the recipient of the Distinguished Professor Award.

Kenneth Spenner, Duke University, has been named as the 1991 recipient of the Howard Johnson Distinguished Teaching Award.

David R. Segal, University of Maryland-College Park, has been invited to occupy the S.L.A. Marshall Chair at the Army Research Institute for 1992.

New Books

Teresa Amott and **Julie Matthaei**, *Race, Gender, and Work: A Multicultural Economic History of Women in the United States* (South End Press, 1991).

George Comstock, *Television in America* (Sage Publications, 1991).

George Comstock, *Television and the American Child* (Academic Press, 1991).

Lynn Davidman, *Tradition in a Rootless World: Women Turn to Orthodox Judaism* (University of California Press, 1991).

Frederic W. Hafferty, *University of Minnesota-Duluth, Into the Valley: Death and Socialization of Medical Students* (Yale University Press, 1991).

Roma S. Hanks, *University of Delaware, and Marvin B. Sussman, eds., Corporations, Businesses, and Families* (The Haworth Press, Inc., 1991).

Louis Kriesberg, **Terrell A. Northrup**, and **Stuart J. Thorson** (editors), *Intractable Conflicts and Their Transformation* (Syracuse University Press, 1991).

Louis Kriesberg and **Stuart J. Thorson** (editors), *Timing The De-Escalation of International Conflicts* (Syracuse University Press, 1991).

Andrea L. Press, *University of Michigan at Ann Arbor, Women Watching Television: Gender, Class, and Generation in the American Television Experience* (University of Pennsylvania Press, 1991).

Frederick R. Lynch, *Invisible Viet: White Males and the Crisis of Affirmative Action* (Praeger Publishers, 1991).

Continued on next page

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New Books, *continued*

James W. Russell, *Introduction to Macrosociology* (Prentice Hall, 1991).

Patricia Bell-Scott, et al., *Double Stitch: Black Women Write About Mothers and Daughters* (Beacon Press, 1991).

Howard Waitzkin, University of California-Irvine, *The Politics of Medical Encounters: How Patients and Doctors Deal with Social Problems* (Yale University Press, 1991).

Deena Weinstein, *Heavy Metal: A Cultural Sociology* (Lexington/Free Press, 1991).

New Publications

Work and Family: Policies for a Changing Work Force is available for \$29.95 (prepaid) plus \$3.00 shipping from the National Academy Press; (202) 334-3313 or 1-800-624-6242.

Summer Programs

The Latin American Institute of the University of New Mexico Summer Institute on Mexican Colonial Art, June 28-August 2, Albuquerque and Mexico City. The Institute will provide participants with an interdisciplinary understanding of Mexican Colonial Art in its cultural context. Application is open exclusively to faculty who teach university courses in Art History, Latin American Studies, American or Latin History, Language or Anthropology. The courses are taught in English. No application fees are required. Awards to individuals selected for participation include lodging, travel expenses and a stipend of \$1,250, for the total program. Application deadline is January 10, 1992. Application forms are available from: The Latin American Institute, University of New Mexico, 801 Yale NE, Albuquerque, NM 87131; (505) 277-2961.

The Luxembourg Income Study Summer Workshop, July 19-31, Luxembourg. The LIS Summer Workshop is a two week pre- and post-doctoral workshop designed to introduce young scholars in the social sciences (econom-

ics, sociology, other) to comparative research in income distribution and social policy using the LIS database. The cost will be 38,000 Belgian Francs (about \$1,100) which includes tuition, local travel, and full room and board. International transportation is not included. Students are expected to be subsidized by home countries, national and international research foundations, universities, and other sources, including at least two special scholarships from the Ford Foundation LIS Development Initiatives Fund. Additional information and application forms are available from Tim Smeeding, LIS Project Director, Professor of Economics & Public Administration, 400 Maxwell Hall, Syracuse University, Syracuse, NY 13244; Lee Rainwater, LIS Research Director, Sociology, Harvard University, Cambridge, MA 02138; or Uwe Warner, LIS at CEPIS/INSTEAD, B.P. #65, L-7201, Walferdange, Luxembourg. Applications are due by May 1, 1992.

National Endowment for the Humanities Summer Seminar. "The City and Modernity: Film, Literature, and Urban Culture in the Weimar Republic," June 15-August 17, Berlin, Germany. Stipend \$4,000. Deadline: March 2, 1992. For further information and application forms, please write to Anton Kaes, German Department, University of California, Berkeley, CA 94720.

National Endowment for the Humanities Summer Seminar. "Social Problems: The Constructionist Stance," June 15-August 7, Southern Illinois University-Carbondale. The eight-week seminar will examine the constructionist approach to social problems and explore the processes by which all social problems come to the attention of policymakers and the public. Each of the twelve participants will receive a \$4,000 stipend from NEH. Application deadline: March 2, 1992. For further information and application materials, contact: Joel Best, NEH Seminar Director, Dept. of Sociology, Southern Illinois University-Carbondale, Carbondale, IL 62901-4524; (618) 453-7615.

Second Annual Asian Studies Development Program Summer Institute, June 14-July 4, University of Hawaii East-West Center, Honolulu, HI. The summer institute is open to faculty and administrators from AASCU and AACJC member institutions. Teams of faculty and administrators are strongly encouraged for AASCU institutions and re-

quired for AACJC participants. Applications and further information are available by contacting: Jerry Jones, AASCU, (202) 857-1835; or M. Yukie Tokuyama at AACJC, (202) 728-0200.

New Programs

Agriarian Studies. Yale University, will be offering four to six Visiting Research Fellowships for an experimental, interdisciplinary Program in Agrarian Studies, beginning in September 1991. The Program is designed to maximize the intellectual links between Western and non-Western studies, contemporary work and historical work, the social sciences and the humanities in the context of research on rural life and society. Fellowships range from \$15,000 to \$30,000 per academic year. Fellows are expected to reside in New Haven, pursue their own research, and participate in a colloquium series on the broad theme: "State-Agrarian Society Relations." The deadline for the first stage of applications for Fellowships for 1992-93 is January 3, 1992. For more information, contact: James C. Scott, Program on Agrarian Studies, Box 3075 Yale Station, New Haven, CT 06520.

Contact

American Association of University Professors is undertaking a review of gay and lesbian faculty concerns, with the goal of preparing a report for the academic community. We are particularly interested in policy matters concerning faculty appointments and status, academic freedom, sexual harassment, and the adequacy to institutional faculty grievance procedures. We would welcome receiving written comments on these or other issues. Please write to: Ann H. Franke, American Association of University Professors, 1012 14th Street NW, Suite 500, Washington, DC 20005.

Chris Chilvers, SUVA, is interested in contacts and information on working conditions and risk behavior, primarily in forestry, building and mechanical industry, for a new accident prevention project in Switzerland. Contact:

Chris Chilvers, c/o SUVA, Sektion Grundlagen, Postfach, CH-6002 Luzern, 0041/41.44.10.12.

Other Organizations

Alpha Kappa Delta, the International Sociological Honor Society, is accepting applications for the position of Editor for its journal, *Sociological Inquiry*. Applications will be reviewed as they arrive and must be received by February 1, 1992, to receive full consideration. Send vita, statement of editorial philosophy, list of references, and indication of institutional support to: Candace Clark, Department of Sociology, Montclair State College, Upper Montclair, NJ 07043.

The Association for Death and Education Counseling is an international interdisciplinary organization dedicated to improving the quality of death education and death-related counseling. ADEC offers three levels of certification: Professional Grief Counselor, Professional Death Educator, or Associate in Death Education and Counseling. Information about the certification program, requirements, and fees, or about membership in ADEC can be obtained by contacting: ADEC, Dept. DN, 638 Prospect Avenue, Hartford, CT 06105-4298; (203) 232-4825.

The Annual SWS Mentorship Program call for Nominees. This past August at the SWS banquet in Cincinnati, Rachel Kahn-Hut was presented with SWS's first Annual Award for Outstanding Mentorship "in recognition of the myriad of ways in which she has supported and encouraged her students and colleagues both personally and professionally." For the 1992 Awards, nominations and supporting documentation sufficient to allow the committee to make an informed judgement should be forwarded to: Karen Hossfeld, Department of Social and Behavioral Sciences, San Francisco State University, San Francisco, CA 94134 by April 1.

The Society for the Study of Social Problems has begun its search for the next editor of *Social Problems*. The new editor will begin some editorial duties in mid-year 1993 and will have a three year term from 1994-1996. SSSP provides some resources to the editor and anticipates that the host institution also will try to provide some kind of support for the editorial position. Persons who wish to be considered for the position, who wish to nominate someone, or who would like information should contact: Jim McCartney, SSSP Editorial and Publications Committee, Department of Sociology, University of Missouri, Columbia, MO 65211. Nominations must be received by February 1, 1992.

Sociologists for Women in Society decided at the last midyear meeting to establish the position of Executive Officer. The major responsibilities will include: (1) maintaining membership/subscriber files; (2) processing all major mailings; (3) liaison with officers and committee chairs; (4) being a contact source for members; (5) maintaining information on local and regional chapters; (6) maintaining budget records and accounts; and (7) preparing the SWS directory. In addition, it was decided that the responsibilities that are now the Treasurer's would move to the Executive Officer. Needed resources include: a one-quarter secretary, or equivalent, e.g. a graduate assistant (paid by SWS), a personal computer with high quality printer, access to a reasonably priced vendor for duplicating, and finally, good institutional support. Three-year commitment required.

It is expected that the Executive Officer will attend both the midyear and annual SWS meetings. SWS will provide a \$1500 honorarium. Letters of interest and inquiry should be directed to: Eleanor Miller, Department of Sociology, P.O. Box 413, University of Wisconsin, Milwaukee, WI 53201. It is hoped that an Executive Officer can be selected by March 15, 1992, and that the transfer of the HUB from Milwaukee to its new home will occur by January 1993.

Obituaries

William R. Beer
(1943-1991)

William R. Beer, Professor of Sociology at Brooklyn College, died on July 23, 1991, of a brain tumor. He had just reached his 48th birthday. Beer did his undergraduate work at Harvard and then spent a year at the Institute of Political Studies in Paris and earned a certificate in Political Science, a discipline in which his father had distinguished himself. For his doctoral work Bill turned to sociology at the New School and his dissertation *Charanzaux in Transition: Modernization in a Village of Anjou* was based on field work in that French hamlet.

Professor Beer joined the Brooklyn College faculty as an instructor in 1970 and quickly became one of the best teachers as well as one of the most popular. His own background was worlds away from the Blacks, Hispanics, Italians, Irish, Jews, Asians, Russians and other ethnics who make up the student body but that never got in the way of the perfect rapport between them.

He was a discerning sociologist with a talent for honing in on sociological issues that were to turn up in the forefront of the field. Fifteen years ago Professor Beer published an article on ethnic activism in France and that was followed by a spate of articles, a book, and a number of compilations which had as their central theme the convulsions created by the refusal of ethnic identification to disappear.

Other social dislocations fascinated him, and he was one of the first to study the new marriage and family forms which were becoming popular in America. He wrote much on what he called "strangers in the house,"—that is, the presence of stepbrothers and sisters occasioned by our propensity to divorce and remarry. He did a study on the kinship terms that children related through one parent in the family used to relate to one another and to their parents.

Not the least of William Beer's scholarly attributes was his facility with language. His French was perfect; he translated a number of French works into English including Marc Bloch's *Slavery and Serfdom in the Middle Ages* and Pascal Bruckner's *The New White Man's Burden: Third World Guilt and Self-Hatred*. He lectured extensively in France, Algeria, Gabon, Togo, Niger, Senegal, Cameroon and Benin. A year spent on a kibbutz resulted in his mastering Hebrew. Only his premature end prevented him from beginning to speak Russian with his students.

I would be remiss if I didn't mention Bill Beer's courage in the academic setting he was in. Brooklyn College has always been a bastion of liberal and radical thought where the most comfortable position was somewhere left of center. That was not Bill's partisan position, and he never hesitated to express his opposing views. That sometimes incurred the wrath of the other side, but Bill never wavered and remained true to his beliefs and well-

Continued on next page

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Linguistic Society of America

Obituaries, continued

comed the opportunity to debate them publicly.

For his accomplishments Professor Beer received three Fulbright awards and promotion to the rank of full professor shortly after his fortieth birthday. Despite that early preferment, his work never slackened. The interval between his first collapse and his death was one year. He continued to write almost every day in that extremely painful period. It is somewhat comforting to his friends and colleagues to know that at least one book by William R. Beer is on its way.

Sidney H. Aronson, Brooklyn College and the Graduate Center, CUNY

Richard A. Schermerhorn (1904-1991)

Richard A. Schermerhorn died after a short illness October 17, the eve of his 88th birthday. Dr. Schermerhorn, a resident of Claremont Manor Retirement Community, moved with his wife, Helen, to Claremont, California in 1972 following his retirement and appointment as Emeritus Professor of Case Western Reserve University in Cleveland, Ohio. Dr. Schermerhorn served on the Sociology Faculty of Case Western Reserve from 1948 to 1972, receiving a Fulbright Professorship to Lucknow, India, in 1959, and the Salzburg Seminar in American Studies in 1958. He also served on the faculties of Kansas Wesleyan, Clark College, Yale, Baldwin Wallace, and Rhode Island State University.

Throughout his career Dr. Schermerhorn received many awards for his pioneering research and writing in the field of Intergroup Relations and Ethnic Understanding. He continued his scholarly pursuits into his retirement, and in 1978 received the American Sociologist Association's Award of the Year for his activities, including his book *Ethnic Plurality in India*. His texts, *These Our People—Minorities in American Culture* and *Comparative Ethnic Relations*, became seminal texts in the field.

He was Visiting Professor of Sociology, Indian Institute of Technology, Kanpur, India, on US AID Program 1968-70, and Visiting Professor of Sociology at La Trobe University, Melbourne, Australia, on a Fulbright Grant, 1972.

Born in Evanston, Illinois, on October 18, 1903, the son of a Methodist minister, Richard earned his AB at Dakota Wesleyan, his BD at Garrett, his MA at Northwestern, he studied at Harvard, received his PhD from Yale University, and did postdoctoral studies at Prague. Dick and his wife Helen have been married for 65 years.

In Claremont, Richard has been active in the University Club, serving on the Board as Program Chairman and Music Chairman. He and Helen participated actively with the Pomona Valley Travellers. He provided music for the Blaisdell Senior Program, and served on the Program Committee of the Committee on Aging.

Memorial Services were held November 6 at the Todd Memorial Chapel on Indian Hill in Claremont. In lieu of flowers, contributions should be made to the Medical Center Building Fund of Claremont Manor, 650 Harrison Avenue, Claremont, CA 91714.

Mary Sequin, Pomona College

Harwin L. Voss (1931-1991)

Harwin L. Voss, Professor of Sociology at the University of Kentucky and a widely recognized expert on juvenile delinquency and drug abuse, died on Monday, September 2, 1991, after a short illness. He was born on December 11, 1931, in Indianapolis. He received his BA degree from North Central College in Illinois in 1954, his master's degree and PhD degrees from the University of Wisconsin in 1956 and 1962 respectively. After serving as a faculty member at San Diego State University and Portland State University, Dr. Voss

joined the faculty of the University of Kentucky in 1965. In 1971, he was a Fulbright Lecturer at Hacettepe University in Ankara, Turkey. He served sabbaticals in Hawaii and Australia.

Voss was the author or editor of 6 books and over 30 articles in the scientific literature. Two of the studies in which Voss participated are now considered "classics" in the fields of delinquency and drug abuse. At the time of his death, Voss was chairman of a committee for the National Institute on Drug Abuse responsible for evaluating research proposals concerning AIDS and its connection to IV drug abuse. He had also served in a number of capacities within the American Society for Criminology, the American Sociological Association, and other professional associations.

Voss was an outstanding undergraduate instructor and a very successful mentor to graduate students. He was responsible for training a number of persons who are now leading sociologists around the United States. His

specialty was teaching about criminology and juvenile delinquency with emphasis on drug abuse and AIDS. His courses always attracted large numbers of students. His reputation among all students was one of an instructor with high expectations who cared deeply about his impact on their understanding and capacity for critical analysis of information.

Within his department, Voss was respected for his ability to combine a willingness to ask hard questions with a commitment to supporting the social and intellectual life of the department. Although it was not unusual for him to disagree with his department chair or other colleagues, he did not allow his disagreements to stand in the way of maintaining supportive and friendly relationships with his colleagues. His support for the department was such that he agreed to serve as Acting Director of Graduate Studies during the spring 1991 semester.

Voss is survived by his wife Carol, an English teacher at Lafayette High

School in Lexington, three sons, one daughter, and five grandchildren.

Richard R. Clayton and James G. Hougland, Jr., University of Kentucky

Correction

In the obituary for Rudolf Heberle, which appeared in September *Footnotes*, the second sentence of the second paragraph should have read: "He was graduated from the Katharineum in Lubebeck—the school described by Thomas Mann in *Buddenbrooks*."

Classified Ads

Editing: Specializing in social sciences and humanities, from articles to monographs. Timely, dependable, and thorough editing at competitive rates. Formerly managing editor/copy editor of *Contemporary Sociology*; previous editing for other journals and scholarly presses. References available. Martha Dimes To-

her, PhD, Suite 308, 703 Ninth Street, Durham, NC 27705; (919) 286-5584.

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The PhD Program in (Medical) Sociology at UCSF is accepting applications for 1992-93 (deadline 3/1/92). Specialties in aging and chronic illness; family health; AIDS/HIV; health policy; health professions, occupations, and organizations; women, health, and healing. Fellowships available in aging, AIDS/HIV, health services, other areas. Contact: Barbara Paschke, University of California, San Francisco, CA 94143-0612; (415) 476-3047.

WINTER AND SPRING 1992 ASA TEACHING WORKSHOPS

THE AMERICAN SOCIOLOGICAL ASSOCIATION IS PLEASED TO ANNOUNCE THE TENTATIVE SCHEDULE FOR THE WINTER AND SPRING 1992 WORKSHOPS.

February 28 - March 1, 1992 Orlando, Florida

Teaching Techniques and Strategies: How to Revive the Classroom

The goals of this workshop are to:

- evaluate what concepts should be taught where in the curriculum
- determine effective methods of presenting material and practice these
- discuss effective lecture techniques
- discuss and practice alternative teaching techniques
- work on specific ideas for participants' needs

March 27 - 29, 1992 Chicago, Illinois

Computers in the Classroom

The goals of this workshop are to:

- learn about computer resources available to the sociology teacher
- experience a range of computer applications for sociology classes such as graphics for lecture use
- be introduced to commonly available packages for classroom use such as "Showcase," "Chip 'N Dale," and "Presentation Graphics".
- learn about student computer projects

(This workshop presupposes basic keyboard skills)

April 9, 1992 New Orleans, Louisiana

Curriculum Evaluation and Revision in Sociology: Applications of the American Association of Colleges and ASA Reports

The goals of this workshop are to:

- develop skills in curriculum design
- review ways to prepare for a curriculum review
- learn from the AAC report on the undergraduate major
- share examples of curricula and "rationalize" one's own major

April 25-26, 1992 Ft. Wayne, Indiana

Writing Across the Sociology Curriculum

Participants will:

- discover their own writing processes
- design assignments: aims and purposes, sequencing, models, and heuristics
- work on student writing processes: drafting and revision strategies and instructor intervention
- learn how to respond to student writing
- develop criteria / rubrics for evaluation

Sponsored by both the ASA and the NCSA

June 18-20, 1992 Milwaukee, Wisconsin
Outcomes Assessment for Undergraduate Sociology

The goals of this workshop are to:

- learn about the nature of outcomes assessment
- examine how assessment programs impact colleges and universities and their teaching programs
- outline components of an outcomes assessment program
- study the potential impact of outcomes assessment in the classroom and on curricula

For more information write:

Jeanne Ballantine, ASA Field Coordinator
Dept. of Sociology & Anthropology
Wright State University
Dayton, OH 45435

(513) 873-3145

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Teaching Techniques and Strategies: How to Revive the Classroom



February 28-March 1, 1992 Orlando, Florida

The goals of this workshop are to:

- + evaluate what concepts should be taught where in curriculum
- + determine effective methods of presenting material and practice these
- + discuss effective lecture techniques
- + discuss and practice alternative teaching techniques
- + work on specific ideas for participants' needs

Staff: Hans O. Mauksch, University of Georgia; Edward Kain, Southwestern University; John Schabel, West Virginia University

For further information, contact: Jeanne Ballantine, ASA Field Coordinator, Department of Sociology and Anthropology, Wright State University, Dayton, OH 45435; (513) 873-2667

SUBMISSIONS SOLICITED FOR NEW TEACHING RESOURCES CENTER MATERIALS



Syllabi and INSTRUCTIONAL MATERIALS for QUALITATIVE METHODS (revision): Kenneth Stoddard, University of British Columbia, 6303 NW Marine Drive, Vancouver BC, CANADA V6T 2B2.

Sociology of Sexuality and HOMOSEXUALITY (revision): Martin P. Levine, Florida Atlantic University, Boca Raton, FL 33431; and Paula Rust, Hamilton College, Clinton, NY 13323.

Syllabi and INSTRUCTIONAL MATERIALS for Work and Occupations: Geoffrey Grant, South Dakota State University, Brookings, SD 57007.

Catalogue of COMPUTER SOFTWARE for Sociology COURSES: Judith Stull, LaSalle University, Philadelphia, PA 19141.

Techniques for Teaching Sociological Concepts: Edgar Mills, Springfield College, Springfield, MA 01109.

Teaching Effective Writing in Sociology COURSES: Keith Roberts, Department of Natural and Social Science, Firelands College, Bowling Green State University, Huron, OH 44839.

Using Fiction in Teaching Sociology: AN ANNOTATED Bibliography: Su Epstein, University of Connecticut, Storrs, CT 06268.

Using Films in Teaching Sociology (revision): Diane Papademas, SUNY-Old Westbury, Oyster Bay, NY 11771.



1992 MOST Program



The Minority Opportunity Summer Training (MOST) Program is accepting applications from students for the 1992 summer institutes. The deadline for receipt of all applications is December 31, 1991. For applications or further information, contact: Frances M. Foster, ASA Minority Affairs Manager, ASA, 1722 N Street NW, Washington, DC 20036; (202) 833-3410/x322.

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Advantage

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DECEMBER 1991

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