

# Footnotes

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Make it to Miami!

## Miami: Postmodern from Birth

This is the second of a series of articles on Miami prepared by the Department of Sociology and Anthropology at Florida International University. Contributors include Guillermo Grenier, Doug Kincaid, Abe Lavender, Anthony Maingot, Betty Morrow, Alejandro Portes, Walt Peacock, Lisandro Periz, and Alex Stepick. Portions of this article were adapted from Alejandro Portes and Alex Stepick, *City on the Edge: The Transformation Of Miami* (University of California Press, forthcoming), and Guillermo Grenier and Alex Stepick, eds., *Miami Now! Immigration, Ethnicity and Social Change* (University of Florida Press, 1992).

At first Miami wasn't a "real" city, like Chicago, Cincinnati, or Pittsburgh, growing at the breakpoints of railroads and water routes and attracting industrial capital. Nor did a

seaport rapidly emerge to compete with New Orleans or the port cities on the East Coast. From its inception at the turn of the century until World War II, Miami was a frontier city in search of a destination.

Miami was on the frontier in another sense. Poised between the Deep South and the colonies of Spain and Britain in the Caribbean, Florida did not develop around the cotton or sugar plantations, with their repressive histories of slavery and tenant/sharecropping labor systems. Most of Florida's agriculture is of more recent vintage, and grew alongside the boom-and-bust cycles of a service economy catering to non-Floridians.

Appropriately, the very creation of Miami hinged on the actions of Northern retirees. Henry Flagler, millionaire partner of John D. Rockefeller in an enterprise called Standard

Oil, moved to Florida for his health in the 1880s and found a new career as a railroad and real estate magnate. A decade later he was persuaded to extend his rail line from Palm Beach to Biscayne Bay by Julia Tuttle, a transplanted Cleveland widow who had relocated to a 600-acre tract on the northern bank of the Miami River where it flows into the bay—today the core of downtown Miami.

The railroad provided the necessary transportation link to fuel the local economy. Miami was incorporated in 1896 with a petition bearing 368 signatures, 68 more than the minimum required under Florida law. With only about 200 white residents of the locality, the new city's promoters solicited the remainder of the signees among the local black residents, primarily immigrants from the Bahamas.

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## Spivack Program Sponsors Work-Family Linkages Briefing

by Paula Trubisky, ASA Special Spivack Assistant

More than two dozen top Capitol Hill staff members and representatives from the labor, business and non-profit sectors heard discussion of how sociological data can illuminate the relationship between workplace policy and family trends during a briefing held by the American Sociological Association on December 10.

This ASA briefing provided the expertise of four sociologists who specialize in family and work issues. The lead presenter was Phyllis Moen, Director of the Life Course Institute at Cornell University. Moen was commissioned by ASA to write a briefing paper summarizing family and work research, which was distributed in advance to participants. Moen was joined by Judith Auerbach (Consortium of Social Science Associations), Cynthia Deitch (George Washington University), and Roberta Spalter-Roth (American University and the Institute for Women's Policy Research).

The four sociologists told the staffers that a mix of innovative policies in support of working parents are needed if the United States wishes to remain a leader in the global economy. These policies include pay equity, more flexible leave time, increased job security after leave absences, at-home work arrangements and increased economic supports such as children's allowances.

"It's more acceptable to say 'my car broke down' than it is to say 'I have a child at home who is sick,'" said Moen. "In the past, women worked but not at the same period as when they were raising kids. Now, women are moving into the labor force at the same time they are raising their children. Policy is behind reality."

The invitational briefing was the first in a series of planned presentations by the ASA under its Sydney A. Spivack Program on Applied Research and Social Policy. The pro-

gram links sociological work to current social issues and policies.

During the briefing Moen described a growing mismatch between prevailing institutional conditions and the spiraling numbers of working parents. While most families are comprised of two working parents or a single working mother, employment policies and practices are designed for an essentially male workforce, a workforce without primary child care responsibilities. "Employers do not see workers as encumbered with family responsibilities," said Moen. For example, schools and doctors offices operate as if someone is available to accompany children to appointments and to care for them when they are sick.

Ironically, this attitude even affected attendance at the ASA family policy briefing. At least one invitee was unable to attend the session because they were still scrambling to find a caretaker for their children on an un-

expected snow day.

The Congressional staff members questioned the panelists about the relevance of sociological data in assessing the cost and benefits of child care programs or Aid for Families with Dependent Children (AFDC) benefits. Judy Auerbach explained that "sociological research can remind us of the importance of viewing any policy initiative in its appropriate historical and cultural context, and to assess its need or impact on more levels than just an economic one." She cited the importance of sociology in helping understand people's sense of well-being and safety and how that is linked to productivity.

Panelist Cynthia Deitch described the importance of sociology in understanding how policies affect groups of people differently. For example, if the Family and Medical Leave Act is passed into law, businesses with

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### March 15 Deadline

## 1993 Congressional Fellowship

The ASA encourages applications for the 1993 Congressional Fellowship. The Fellowship is funded by the American Sociological Foundation and is a part of the Spivack Program in Applied Social Research and Social Policy. Dr. Catherine White Berheide, Skidmore College, is the current Congressional Fellow.

The Congressional Fellowship opportunity brings a PhD-level sociologist to Washington, DC as a part of a sabbatical or on leave from an academic or applied setting for the summer or part of the calendar year. The sociologist works as a resource within the Congress or for a Congressional agency (e.g., the Office of Technology Assessment or the General Accounting Office). The Fellowship allows a sociologist to bring the knowledge of our discipline to bear on important issues and to learn more about the policymaking process. ASA will join with other associations' Congressional Fellows to offer orientation, meetings, and support for the person selected. The person will work closely with the ASA's Spivack Program on Applied Social Research and Social Policy, with possibilities for Congressional staff or press briefings, public speaking, writing issue papers, and other opportunities.

Each applicant should have a general idea about the area of interest, some experience in client-driven work, good writing skills, and a commitment to the policy process. The stipend for the Fellowship is \$5000.

Send a statement of interest and a vita to: Felice J. Levine, Executive Officer, 1722 N Street NW, Washington, DC 20036. Materials must be postmarked by March 15, 1993. □

## Panel Releases Report on Future of NSF

"The history of science and its uses suggests that the NSF should have two goals in the allocation of its resources. One is to support first-rate research at many points on the frontiers of knowledge, identified and defined by the best researchers. The second goal is a balanced allocation of resources in strategic research areas in response to scientific opportunities to meet national goals." This is the main conclusion of *A Foundation For The 21st Century: A Progressive Framework For The National Science Foundation*, a concise 11-page report of the 15 member Commission on the Future of the NSF, that was made public at the November 20 meeting of the National Science Board (NSB).

### Two-Pronged Approach

In advocating for this two-pronged approach for NSF's support of research and education, the Commission was cognizant of the recent calls for research more relevant to society's needs made by such key actors in national science policy as Sen. Barbara Mikulski (D-MD), chair of the subcommittee that appropriates NSF's funds, and Rep. George Brown (D-CA), chairman of the House Science, Space and Technology Committee. "In accepting society's support, the scientific community naturally assumes an obligation to be both responsive to national needs voiced by society as well as the intellectual properties solely initiated by the scientist or engineer," the report noted.

Co-chaired by Robert Galvin, Chairman of the Executive Committee of Motorola, and William Danforth, Chancellor of

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## The Executive Officer's Column

### The Children Are Our Future

While "The Open Window" appears in each issue of *Footnotes*, it is only in December—when I am writing for January publication—that I feel that the topics most on my mind could fast lose their moment after the holidays are behind us and the new year is underway. As happened last year, I find myself searching for a timeless issue where sociology has something to say and where someone may be listening as attention turns to family, friends, and the greater social world in which we and our work are a part. By the time *Footnotes* is received, most of us will have had a "break," which, as we all hope, provides an institutionalized opportunity for renewal, rededication, and resolution.

Whatever our subfield of interest and whether we are engaged in teaching, research, or practice, one *new year's* resolution worth our collective reflection is to do better for the world's children. At the international front, in Somalia or Bosnia, for example, we see vivid images and read reports every day of the death as well as physical and social devastation wrenching these countries and especially their young. At home, from rural poverty to urban decay, we witness the consequences on children and youth of an educational system, a health system, a welfare system, and a justice system in disrepair. Rebuilding the infrastructure of our country is as much about these social delivery systems as it is about "bricks" and "mortar." On issues of social policy that relate to children, however, the rhetoric more often than not exceeds the reform. As Olivia Golden, director of programs and policy



at the Children's Defense Fund, recently said, "We've been neglecting children for so long we now have kids in crisis at all ages."

Sociology has something to say about children, their networks, and the social institutions (from the family through the courts) that affect their everyday lives and the short- and long-term growth of these individuals and the nation. Research, for example, on adolescent pregnancy, delinquency, or substance abuse is of vital importance to current policy and planning as is research on the high infant mortality of black children or the nexus between child support, the welfare system, and the growing number of youths living in poverty today. While in sociology and the other social sciences we face unanswered questions and more work needs to be done, we also have information and empirical understandings that can contribute to contemporary policy debates and formulations.

In recent years, within our discipline sociological interest in children has increasingly become the text instead of the subtext of inquiry. Along with a heightened focus on such issues as gender roles, work, the changing structure of the family, education, and childcare has come refreshing new attention to children and youth. The establishment in 1992 of a specialized

ASA section on children is a visible indicator of the growing importance of this subject in its own right within sociology.

In this era of change, our country faces a major challenge in how it will provide for and influence the lives of our next generations. Children and their families are squarely on the public agenda of our nation. This month's issue of *Footnotes* reports on ASA's first Congressional briefing on work and families (see page 1) held by our Spivack Program in Applied Social Research and Social Policy. While this workshop focused on the fit between the workplace and families as well as on women in the workforce, some of the discussion, perhaps not unexpectedly, gravitated to children. Congressional staff were interested in what sociology and social research tell us about the return on investments (as broadly construed) from various social programs and what insights we have about what works and does not work.

Internal to our discipline, the salience of children was evident in the December meeting of the 1994 Program Committee chaired by President-elect Bill Gamson. Indeed, there was considerable discussion about the importance of children to the theme, "The Challenge of Democratic Participation." Several members of the committee bring a strong interest in children, with one member serving as the Executive Director of a social action program for adolescent girls. The group was keenly aware that children's social, economic, and political circumstances pose special challenges to the goal of democratic participation. This issue is likely to be a major focal point at the meeting. As importantly, the discussion revealed a general awareness of the importance of turning sociological imagination to the status of children and the factors that may affect whether and in what ways they are marginalized at critical junctures of decisionmaking and resource allocation.

Of course, we need resources for research, training, and education in order to address fully such topics. In the December issue of *Footnotes*, I addressed through "The Open Window" one of the many challenges involved in studying children; that is, how to undertake such research mindful of the need for the full protection of children as research subjects. Yet, while we face challenges to doing this well, as big a challenge may lie in doggedly pursuing this work and in disseminating what we know. During this time when we as sociologists are "breaking" with friends and families of different shapes and generations, I am gratified to see that children are an increasingly salient concern.

Best wishes for a peaceful and productive new year.—*Felice J. Levine* □

### NAS Panel Looks at Understanding and Preventing Violence

"In cities, suburban areas, and even small towns, Americans are fearful and concerned that violence has permeated the fabric and degraded the quality of their lives." So begins the National Research Council's (NRC) report *Understanding and Preventing Violence*. Produced by a panel of the NRC's Committee on Law and Justice with support from the National Institute of Justice, National Science Foundation, and the Centers for Disease Control, the report reviews what is known about violence in America, what research is needed to understand the causes of violent behavior, and what interventions may contribute to the control of violence.

Chaired by Albert J. Reiss Jr., member of the Sociology Department at Yale University, the 19 member committee included criminologists, sociologists, psychologists, psychiatrists, biologists, and law professors.

#### Multi-Strategy Approach

The report recommends a multi-strategy approach to interventions to prevent violence, broad mandates that encompass basic and applied research, maximum feasible independence from political forces in setting the research agenda, and a commitment to diversity and collaboration across the social, behavioral and biological sciences, evaluation research, and pol-

icy analysis.

The panel called for increased support for violence research which it found was supported "well below that accorded research on other threats to life." Specifically, the research recommendations include:

(1) developmental and psychosocial studies to examine the factors leading to an individual's potential for violent behavior;

(2) longitudinal studies of children from different socioeconomic and demographic communities focusing on why some children exhibit patterns of aggressive behavior at early ages, and why only a small proportion of these children commit violent crimes as adults.

(3) research on the circumstances of violence, the effectiveness of police and the role of firearms and drugs in violent events;

(4) modification and expansion of computer databases to provide more detailed information about violent events; and

(5) studies examining physiological processes that underlie violent acts, including the search for new pharmaceuticals that reduce violent behavior.

Copies of the report are available from the National Academy Press 202-334-3133 or 1-800-624-6242.

Reprinted from the COSSA Washington Update, Volume XI, Number 21, November 23, 1992. □

### Update on San Diego State Defense Fund

As of December 10, 1992, the San Diego State University Defense Fund totalled \$9398, stemming from contributions from 278 individuals and departments. The money continues to come in from individuals and institutions across the country and across sectors of the profession including two and four year colleges, universities, and practice settings. These resources are vital to help defray the costs involved in the Department of Sociology's continuing effort to protect the tenure system and advocate for fair processes in dealing with the fiscal constraints faced by their university. If you would like to make a contribution, please send a check to the ASA, clearly marked for the SDSU-7, 1722 N Street NW, Washington, DC 20036. □

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more than 50 employees will be mandated to grant workers up to 12 weeks of unpaid leave a year to care for newborn or newly-adopted children and seriously ill family members. They also must then guarantee the workers that the same or equivalent job will be available upon their return. Deitch noted that single mothers often cannot afford to take the unpaid leave even if it is offered. Also, the law would do nothing for employees of small firms, which employ a disproportionately large number of women and people of color.

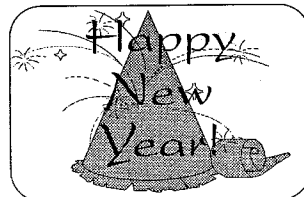
Roberta Spalter-Roth described the need for new policies that endow working mothers with an equal and legitimate right to jobs with wages and benefits sufficient to support themselves and their families. Research findings indicate public policy that encourages marriage through favorable tax rates or provides publicly funded counseling for married couples with children is not effective as a life-long financial security program for women and their children. It is not effective because "over two-thirds of all mothers will spend some portion of their lives as a single mother," said Spalter-Roth.

Almost half of the two hour briefing was devoted to the discussion of sociology and social research in light of the legislative and policy agendas of the attendees. Questions were posed about available data or relevant sociological experts on the issues on which they are working. The ASA augmented the responses of the panelists by providing a reference list along with a list of sociologists who specialize in work and family issues.

Congressional staffers talked about their need for evaluation studies assessing the long-term impact of child care programs or community-based programs such as Head Start. Lucy Gorham from the Joint Economic Committee, specifically asked for empirical evidence about the ability of individuals previously supported by AFDC benefits to earn a living wage and maintain "a reasonable standard of living." She also inquired about how sociology can help policy-makers evaluate the long-term impact of AFDC benefits or lack of benefits on women and children.

The congressional briefing was a successful kickoff to the Spivack Program. Staff member Mike Stephens of the House Appropriations Committee expressed the need for more of these efforts to link sociological data and social research more generally to actual policy issues.

Upcoming topics for papers and events under the ASA's Spivack Program include the social dimensions of AIDS, the challenges of immigration, and reducing societal violence. For further information, contact Carla B. Howery at ASA. □



# Students Get the "MOST" Out of Summer at Michigan

by Silvia Pedraza, University of Michigan

Last summer 15 minority sociology undergraduate students from across the country came to the University of Michigan in Ann Arbor to participate in MOST—The American Sociological Association's Minority Opportunity Summer Training Program. The 15 students were chosen from a pool of over 100 applicants by myself, MOST's Director at Michigan, Silvia Pedraza, Associate Professor, and MOST's Co-Director, Duane Alwin, Professor, with the assistance of Howard Taylor, Professor at Princeton and Chair of the ASA's MOST Committee.

All of us who worked with them closely testified that as a group they were unusually serious, committed, and hard working students that gave MOST their very best. While I would like to believe that this was partly due to our careful selection process from a sizeable pool, it was probably due to the students' self-selection, as in applying to MOST they were searching for a way to make their own life meaningful.

Financially, MOST received the support of the American Sociological Association, which provided the students' tuition, living and travel expenses, and a generous stipend. The University of Michigan provided the rest. Our Dean Edie Goldenberg, College of Literature, Science and Arts, Vice-Provost Charles Moody, Office of Minority Affairs, Marvin Parnes, Assistant to the Vice-President for Research, and Mayer Zald, Chair, Sociology Department, provided the funds necessary to pay for the salaries of the faculty who participated in the program, the van that we used to transport the students from the airport and to various outings to Detroit, the MOST T-Shirts, some of the entertainment, and the like. Dean James Jackson, Associate Dean for Minority Graduate Students, also provided us with two Sociology graduate students to serve as Teaching Assistants for our program. I chose Diane Ybarra and Roderick Linzie, whose daily effort was absolutely essential to the success of MOST. They not only served as T.A.'s for the core course, but they also drove the van and accompanied the students to Detroit, helped to organize the professional issues seminar, held the students' hands when they were homesick, and listened to their complaints! In addition to Diane and Linzie's incessant help, we had the good fortune that the Sociology Department gave us Sabrina Wheeler, a very young and competent secretary, to serve as our MOST administrative assistant. She helped to make the dormitory and meal arrangements, typed the numerous memos I wrote, helped me to design our handsome T-shirts (Note in the pictures that we took advantage of the "O" in MOST to insert the Michigan seal and that they also say American Sociological Association!). Diane, Linzie, and Sabrina regularly went the extra mile and gave MOST everything that they had to give.

In designing the actual shape that our MOST program was to take, I drew from two sources. First, I reflected on my own experience with the Summer Research Opportunity Program (SROP) at the University of Michigan program that has been in place for several years at the schools that are part of the Committee for Institutional Collaboration (CIC) that is composed of the Big Ten Schools, the University of Pennsylvania, and The University of Chicago. After three years of participating in the SROP program at Michigan, I knew which features of that program were worth copying and emulating and which should be discarded. Second, I drew from the experience that had accumulated in previous MOST programs. At the time when Duane Alwin and I



MOST participants Diana Ybarra and Roderick Linzie (left and middle), and Silvia Pedraza, Director of the MOST program at Michigan.

were writing our original proposal for MOST, I spent a lot of time on the phone discussing it with Matthew Snipp, Associate Professor and Director of the MOST at the University of Wisconsin. Drawing from both these sources of experience, our MOST program at Michigan took the following shape.

The centerpiece of the MOST program was the Sociology 310—Research Methods—course. With the goal of teaching the students methods (in the plural) it consisted of three intensive short courses, each of which ran for two weeks, from 10 A.M. to 12 noon, Monday through Friday. For the Research Methods course the students received 2 credit hours, which they will transfer back to their institutions. This entitled them to being a regular Michigan student and to have access to the libraries, sports facilities, and the like. Every morning the students were in class. In the afternoon and evening they had homework to prepare for the next day. They worked VERY hard! The first two-week session was taught by Bill Frey, Research Scientist at the Population Studies Center, assisted by Diane Ybarra, and focused on demographic methods of analysis. The second two-week session was taught by Mark Chesler, the Arthur F. Thurnau Professor, assisted by Roderick Linzie, and focused on qualitative, participant observation methods of research. The third two-week session was taught by John Wallace, Jr., Research Investigator at the Institute for Survey Research, assisted by both Diane and Linzie, and focused on survey research methods. Each segment of the class had its own syllabus with required readings that gave the students the conceptual foundations for that particular style of research; each segment had its own form of evaluation (exam, paper, presentation) at the end.

During the first two weeks on demographic methods, the MOST students studied fertility, morality, and immigration trends, stressing racial and ethnic differentials. Bill Frey and Diane Ybarra showed them the importance of the trends by relating them to education, employment opportunities, earnings, and, ultimately, social policy. Using the "Chippendale" computer software program, the instructors taught the students to cross-tabulate actual variables from the 1/100 U.S. Census Public use sample data on the social and demographic characteristics of Blacks and Whites in the U.S. from 1950 to 1980. The students worked in groups of three in a room where each of them had access to a personal computer. One group, for example, worked on Black-White male differentials in earnings over time; another group worked on Black-White female differentials in education and employment over these many decades; yet another worked on the changing occupational distribution for Blacks and Whites, and so on. Each group of students produced a set of graphs, wrote a short paper, and gave an oral



Bottom row (left to right): Pamela Miller, LaTasha Brown, Dione Washington, Tanuja Majumdar, Keever Rhodes, Niki Dickerson. Middle row (left to right): Rami Bush, Janella Hinds, Camelia Savinon, Candice Hay, Julia Nieves. Top row (left to right): Christopher Weldon, Arturo Jaime, Talles Johnson, Darryl Coates.

presentation of their results to the rest of the class. Students tried to come up with reasonable explanations for the differentials and the changing trends, for example, by pointing to the impact of the Civil Rights Movement and affirmative action programs, or the massive entry of women into the labor force. Typically, they focused on the patterns of discrimination existing in the past but were also optimistic about the future.

During the next two weeks on qualitative methods, the MOST students read through the long interviews that Mark Chesler had previously collected in focus groups on campus life, particularly the actual experiences of minority students at the University of Michigan in their classes, dorms, and social life. Students worked in groups of three once again, and some concentrated on the interviews given by Black students, others on those of Latino students, others on those of Asians, and still others on those of Native Americans. Mark Chesler and Roderick Linzie taught the students to code these long interviews that had previously been obtained in focus groups according to the types of problems that students typically reported encountering—for example, stereotypes, low expectations, performance, and evaluation. For one who was weaned on quantitative methods, it was quite salutary to realize that the students found this quite rigorous! Chesler's segment of the course was quite challenging as he asked the students to focus their attention on issues not only of methods but also of epistemology, such as positivism, subjectivity in research, and the like. For the final evaluation students wrote a short paper where they focused on the strategic changes necessary to make the University more appreciative of its ethnic and racial diversity as well as a more equitable institution.

For the final two-week session on survey research techniques, the MOST students conducted an actual survey of 115 Michigan students. Taught by John Wallace with the assistance of both Diane and Linzie and a guest lecture by Duane Alwin, this segment of the course gave the students experience in questionnaire construction, interviewing, coding, and data analysis. The actual survey focused on issues of racial/ethnic diversity on campus and the students' attitudes regarding these, such as the extent to which they felt the curriculum at our University reflected various ethnic groups, whether they ever felt unfairly treated by faculty members, and whether they felt that the University was, indeed, committed to racial and ethnic diversity. The end product for each student was a small paper and an in-class presentation of the students' findings concerning their original hypotheses that the responses would vary by the ethnicity, gender, and social class of the respondents. Many of the students stayed up nearly all night writing their papers! I read

the students' papers that John Wallace had graded, with his comments on the margin. I recall that one of the students' papers concluded by saying that "It's 5 o'clock in the morning and I am not sure what my conclusion is!", to which John Wallace replied, "It's 6 o'clock in the morning and you don't have a hypothesis!" So be it.

Alongside this core course, we also ran a professional issues seminar that met once a week, where essentially we introduced them to the "how to's" of the profession. The first seminar was given by Mark Sandler of the Graduate Library, where he explained to the students how to manipulate the enormous library at Michigan that is now all computerized. The second seminar was led by Gayl Ness, Associate Chair of our Department, who introduced the students to Michigan Sociology—its three wings of Demography, Social Organization, and Social Psychology—while illustrating what is distinctive about Michigan Sociology. The third seminar was led by Dean James Jackson, Professor of Psychology, and Associate Dean of the Graduate School, who underscored the important intellectual contribution that minority faculty and researchers need to make to the social sciences—the intellectual difference that they can make.

The fourth seminar was led by Al Hermlin, Professor, and Chair of our Graduate Admissions Committee, who stressed the importance of putting together a good application to graduate school, of writing a good essay that shows some sophistication regarding one's chosen field of study, of asking the right person for recommendations, of the importance of showing an upward trend in the grade point, and so on. We admonished the students that if they chose to pursue a PhD, they were still in time to improve themselves, for example by taking a refresher course in algebra prior to taking the GRE tests, by working on their writing skills, and by lifting their grade point average as the result of doing exceedingly well in their courses the following semester.

The fifth seminar was led by the Sociology Graduate Students of Color (SOC). Accompanied by pizza and beer, our SOC students answered all the questions the MOST students' posed regarding how to survive graduate school, the academy, Michigan, and even getting married and having children while in graduate school. The last seminar was that which I myself led on how to survive the faculty experience as a woman and a minority and to come out of all of it with a clean heart.

In my seminar I essentially took the analytical approach that Rosabeth Moss Kanter developed in her *Men and Women*

## Teaching

### How Sociologists Are Grappling with Outcome Assessment

#### Figuring Out the Assessment Landscape

by Mike Otten, San Jose State University

My experience of the "Outcomes Assessment for Undergraduate Sociology Conference," sponsored by the American Sociological Association, should not be construed as an objective report nor even the view of most participants. However, my report will cover the main events. I went to the conference with a clear understanding of program assessment. Unfortunately, my initial understanding was narrow, short-sighted, and essentially wrong. I assumed that assessment is basically program evaluation for administrative purposes, or, more bluntly, making yourself look good during an era of declining resources. That view is not totally incorrect, but it misses the main point. We learned that assessment is a continuing process of comparing what we want to do with what we are actually doing. Assessment occurs when we try to wake up a sleepy class or when we collect data to write an annual report or preserve a threatened department.

The meeting, held at Alverno College in Milwaukee, Wisconsin, attracted about 25 people from around the country. It was a service provided by the Teaching Services Program of the ASA. The program included staff members, Bill Johnson, Arizona State University; Carla Howery, American Sociological Association; Novella Keith, Educational Consultant; and Steve Sharkey, Alverno College. The official staff, of course, was aided by a lively group of professorial participants who were eager to share their own views and experience.

#### Why Assessment?

The push towards assessment is a nation-wide trend and not just a bureaucratic request to justify administrative salaries, and in some states the movement has become a legal mandate. Although some of us wistfully hoped that "this too shall pass away," the staff and most of the participants are still convinced that assessment is here to stay. Even major research institutions will not be able to resist the implied standard of serving the student customer.

Self defense is one very good reason for taking hold of the assessment process. These are not good times for higher education, and as finances diminish, legislatures are under great pressure to justify public expenditures. Accountability is the buzz word of the 90s, and assessment is one means of appearing accountable. From a defensive perspective we may be required to play the assessment game, but by taking hold of the process, we can create the rules.

However, there are positive reasons for undertaking assessment. Some kind of assessment occurs every moment and at every step in the educational process. Research on teaching often reveals that the truly outstanding professors are acutely sensitive to the audience, and, conversely, less effective teachers are those who neither observe nor care if students are learning. On-going assessment is an inherent part of education, and if carefully handled, this movement can aid the process. But for many of us assessment is vague and unconscious except for test grades or else

the one-shot, after the fact, formal class evaluation.

The discipline of sociology could make a substantial contribution to assessment. We specialize in taking vague and illusive concepts and turning them into hard facts. Alienation, religiosity, anomie, reference group, loyalty, status, etc.—we not only define them, we measure them and herd them into our spreadsheet corrals to be sorted, branded, and sent off to the marketplace of ideas. We can, and some argue we should, be in the forefront of this movement—but too often we resist the inevitable and pass up an opportunity to make an intellectual contribution and a practical case for our own existence.

For many institutions and individuals, assessment and evaluation based upon teaching students would be a radical cultural shift. Traditional academic prestige comes from research and writing.

There are dangers in the shift toward outcome consciousness. Those outside academe sometimes talk of "productivity" as though education were a hog farm to fatten up students' minds for business. If

there is no other reason for active participation, it's nice to make the rules if we have to play the game. Despite potential abuses, there is something to be said about becoming more aware of what we intend to teach and what students are actually learning.

#### What is Assessment and What Can it Be?

What is education? What is the good life? Defining assessment is just about as difficult. I will begin with some preliminary considerations and broad definitions, then come up with a few conceptualizations of what might be educational outcomes. The word "assessment" literally meant to sit down beside of; then the meaning changed to sit beside the judge and assist him in making judgments. Assessment can mean an evaluative judgment, or it can mean observing in order to assist learning. Basically assessment means discovering what has happened to students because of an educational program. Perhaps some jargon from general systems theory of organizations might

clarify the idea. There is *input*, *thru put*, and *output*. Assessment is what happens, what the system actually does, to change the raw material. The focus is upon what happens to students because of their educational experience. Do they have more knowledge, information, and skills, can they and will they perform differently, are their values changed, have they achieved the stated educational goals, etc.? For example, a department may be committed to building more global awareness. Are they doing it? If so, how, and if not, why not? Assessment then focuses upon what actually happens to students—not the intellectual integrity of the plan, the qualification of instructors, or the number of majors, etc.

Put another way, assessment is systematic information gathering and analysis about whether or not the department reaches its goals. If we want to know whether we have arrived, we need to know where we were going. The first, and almost assumed step, is to have goals. Goal definition raises critical and intellectually fascinating questions about the purpose of education in general and sociology in particular. Assessment, then, need not

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## MOST, from page 3

of the Corporation to explain to the students what happens in an organization (corporation, university) when a certain category of persons (women, ethnic minorities) are a minority in the real sense of those who are few in numbers. Like Kanter, I focused on the vulnerability and precarious isolation that is their lot, shaping their chances for success. Unlike Kanter, I did not deny the other meaning of the word minority, those that have suffered histories of oppression and exclusion, since in the final analysis the problem is that the one becomes intertwined with the other. As the purpose of MOST is to increase the number of talented, well-trained, minority PhD's, and eventually the number of faculty and researchers, focusing on the very real consequences of being too few seemed important.

Another component of MOST was the number of social activities we planned together with the students. Together we visited the Detroit Institute of Arts to see Diego Rivera's murals of the Ford auto plant, with dinner later at a Mexican restaurant downtown in the barrio. We also visited the recently opened Afro-American History Museum in Detroit, with its excellent display of authentic historical materials. We also welcomed the students with a potluck July 4th party in my backyard, where Chinese lanterns hung from the pine trees, pinatas surrounded everyone, the students wore their MOST T-shirts. We bid the students farewell with a party graciously hosted by Mark Chesler in his home.

The last component of MOST, the faculty mentorships, was the icing on the cake. Each student was paired with a faculty member, at times also with an advanced graduate student, to work on that faculty member's research to gain hands on experience. The faculty mentors who participated were: Duane Alwin, Mark Chesler, Bill Frey, John Wallace, Don Deskins, Miguel Guilarte, Michael Kozura, Mark Mizruchi, Afaf Omer, Jeff Paige, Mayer Zald, Howard Schuman, Charlotte Steeh, Maria Krysan, and myself. For example, Nikki Dickerson worked with Howard Schuman, Professor, Charlotte Steeh, Director of the Detroit Area Study, and Maria Krysan, graduate student, on a project that looked at changing trends in attitudes towards affirmative action; Darryl Coates worked with Mark Mizruchi, Professor, on the changing relation between business and labor after World War II in the U.S., particularly the capital-labor accord during the early Cold War period; Rani Bush worked with Andrea Press, a

sociologist whose appointment is in the Department of Communications, on coding the responses to interviews of American families in Japan, and Japanese families in the U.S., the relocated families of managers, with the goal of looking a women's role in the reproduction of culture; Camelia Savinov worked with Miguel Guilarte, Assistant Professor, on developing a questionnaire for a survey of women entrepreneurs, a pilot study to be carried out in Ann Arbor; Arturo Jaime worked with Jeff Paige, Professor, and Director of the Center for Research on Social Organization, on calculating the size of the Soviet Union's former subsidy of the Cuban economy, an assessment of some urgency during the present period of economic crisis in Cuba; Keever Rhodes worked with Mayer Zald, Professor and Chair of our Department, on the new union policy of turning jails from public organizations to private, profit-making corporations; Julia Nieves worked with me on a project that drew from both our backgrounds—Puerto Rican and Cuban—on the changing racial composition of Puerto Rico and Cuba at the turn of the century, giving the contrasting outcomes of their independence movements and the differential impact of Spanish immigrants to the two islands. The results played a part in the initial success of the Cuban revolution and can also be seen in today's Miami! Some of these projects were successful enough that they will continue into the future. The success of the mentorships was best expressed by one of the MOST students I ran into one day on the street. When I asked her how her mentorship was going, she replied that not only had she learned a great deal from it, but she felt that she had also been a value to the project. Later on, her faculty mentor confirmed it.

The success of MOST can only be measured in the long run: how many of the students will apply to graduate school, not only next year but in the years to come; how many of them will complete the PhD; how many of them will go on to have successful careers as sociologists, in and out of the academy. But in the meantime we have a short term measure of our success. At the MOST farewell party, so graciously hosted by Mark Chesler, the students brought cards they had made themselves for each of their instructors. Outside, the cards read "Thank You" in colored letters (mine said "Gracias"). Inside, each student had written a small message. Of the fifteen in

my card, I will lift only two:

"Thanks for everything you've done for us. This program was excellent and a great experience. Thanks for your encouragement and support."—Arturo Jaime

"Thank you so much for inspiring me to reach a little higher to achieve my dreams and my future realities."—Darryl Coates.

The MOST Undergraduate Program seeks to enhance the recruitment, retention, and career attainments of minorities in the discipline as well as complement the highly successful predoctoral program. This summer program is designed for students who hold at least junior status. Sociology majors are preferred, but others will be considered. Students selected for this program will have their transportation expenses to and from the site, room and board, tuition and fees as well as books (up to \$50.00) covered by the foundation grants. Also, there is a stipend of approximately \$1,000 for the term.

A brief description of each site follows:

■ The University of Michigan—Ann Arbor will host MOST in the summer of 1993. Fifteen minority students will be selected to join the program directed by Professor Silvia Pedraza. At Michigan, the students will take a six-week research methods course that will expose them to three different styles of research: social and demographic methods of analysis; qualitative, participant observation methods of analysis; and survey research methods. In addition, each student will be paired up with one faculty member to gain practical hands-on research experience while working on that faculty member's project. Field trips to Detroit are also a part of the MOST experience.

■ The University of California—Berkeley will host MOST in the summer of 1993. Fifteen minority students will be selected to join the program directed by Professors Michael Hout and Russell Thornton. The program at Berkeley will be approximately six to eight weeks and will consist of a research practicum and a methods course. The main activity of the practicum will be participation in a faculty member's ongoing research project. Students will act as research assistants, usually in combination with a graduate student. In addition, the students will meet with faculty to discuss career paths and the relationship between choice of specialization and individual biography. Field trips are also a part of the MOST experience. □

## Teaching, *from page 4*

be a reluctant compliance to mandates and external judgments. It can be a clarification of common purposes, a commitment to learning and the basis of self-improvement. In fact, Alverno College moves students through the program on the basis of measured individual student accomplishments.

While each person, department, program, and institution will have its specific aims, several items were suggested. Students should acquire quantitative and qualitative research skills, knowledge of social theory, and the ability to perform research projects as well as commitments to justice, tolerance, and objective understanding. Others mentioned Bloom's famous taxonomy of desired educational outcomes—knowledge, comprehension, application, analysis, synthesis, and evaluation. We also participated in an enlightening student exercise of applying C.W. Mills' "sociological imagination" to the situation of homelessness, beginning with the concrete, personal experience and moving into the socio-historical context.

The point is that we do have expectations and hopes for the students. We believe in the sociological discipline and perspective, and assessment can be a means of assessing our own hopes and expectations. By some means of course (exams, professor evaluations, class visits, capstone courses, and inquiring gossip), we already observe our impact upon the students. The conference was enlightening because it made clear that whether or not outcomes assessment is mandatory or voluntary, it can be a beneficial process.

*Editor's note:* This workshop will be offered in February 1993 in Tempe, AZ. For information contact: Jeanne Ballantine, Department of Sociology, Wright State University, Dayton, OH 45435.

## A Tale of Assessment

by Ardyth Stimson, Kean College of New Jersey

Kean College of New Jersey began its assessment initiative more than six years ago. At the time there was a tentative plan for the state to create a test to be given at the end of the sophomore year that would serve as a gateway to the junior year. We felt that such a test would provide no information that could be of real use to the departments and had in fact the potential to be used in destructive political ways. We were therefore extremely motivated to show that we could, working within academic departments, develop in-house assessment procedures that would help us modify and revise our programs. This very broad goal of program improvement was broadened even more to include faculty development and eventually student growth and development.

I have served as Co-Assessment Liaison (with S. Yellin) since the beginning of the initiative. The Administration provided each department with six hours of release time per year for this assignment.

Each department was empowered to set disciplinary goals and objectives; to design its own measurement instruments and to interpret its own data. These are the crucial reasons assessment has worked at Kean. The provision that we were to be the ones to collect and interpret our own data reassured faculty that "political interpretation" was not the hidden goal. Despite some reluctance we moved ahead.

Goal setting within our department was quite complex. We had to take into account not only the diversity of perspectives within

the department but also those goals considered appropriate by the state and college administration. As a small department with declining enrollments when assessment began (a trend that seems to have reversed), we did not feel we should be quite as recalcitrant as seemed to be our inclination. As a methodologist, I was initially resistant to the notion of "measuring" concepts no one was able to operationalize, "critical thinking" being one of my favorites. We finally took an inclusive view of goal setting, and set forth the following eight goals:

- (1) Understanding of the major theoretical perspectives within sociology;
- (2) Development of critical thinking skills;
- (3) Knowledge of and ability to use sociological concepts;
- (4) Awareness of socio-cultural diversity and variation;
- (5) Ability to analyze social issues within sociological frameworks;
- (6) Acquisition of statistical skills to interpret and use quantitative data;
- (7) Development of an awareness of the need to distinguish between those differences that occur by chance and those that are significant; and
- (8) Acquisition of methodological skills, i.e., an awareness of the importance of data quality, the ability to ask meaningful questions, and the ability to find relevant data.

We developed a series of measuring instruments. We almost always administered pretests in order to establish a baseline. We were most concerned with the amount of progress each student had made. We already had the grade as a measure of the student's absolute performance; this measurement would tell us how far the students as a whole had come in order to reach these grades. For example, sociology majors often begin with very low quantitative skills and therefore accomplishment can sometimes be measured in terms of phobia reductions rather than scores on a standardized national test.

Our research instruments included an Inventory of Sociological Concepts that we felt each student should be able to define; Theory Assessment, which required the ability to recognize and use selected perspectives; a statistical reasoning test and an exit interview with our graduating seniors during which we asked them to tell us their view of the department's strengths and weaknesses. In addition, we developed Student Database. The content included:

- (1) Information on how and why the student came to attend Kean College. This gives us the data to track reasons for transferring and/or reasons for being in college.
- (2) Performance information such as Sociology GPA and Overall GPA.
- (3) We also included some personal information (long and short term career goals as well as interests and hobbies).
- (4) The ranking the student gave to each of our curriculum concentrations.
- (5) Their current interest in a number of fields associated with sociology.

### Advantages for the Students

- (1) By having a record of the interests, goals, and performance of each student, we will be able to contact any appropriate student when job or volunteer opportunities are presented to the department.
- (2) When we are asked to write letters of recommendation (often 8-10 years after having had the student in class) the basic information in the database will provide a "memory jog."
- (3) The department can provide a "real-

life" body of data to be used by advanced students doing an Independent Study.

### Advantages for the Program

(1) We constantly track student interest and satisfaction with our content concentrations.

(2) We are able to see and build on the similarities and differences between the students with only Sociology as a major and students with a dual major, particularly the Sociology/Education Majors.

(3) We are able to carry out a series of studies so we can better know our majors.

At Kean, assessment has been a mostly positive experience. The faculty has never felt it was being "done to us," but rather that we were examining issues of interest to us all. There has been concern that the data collected would be misused but many checks were built into the system to make sure this would not happen, (each department remained in total control of data collection, analysis, and reporting). Unlike other schools where an administration-appointed committee assessed activities that may or may not have been within its area of expertise, at Kean we in Sociology were the "experts" brought in to assess the Sociology program. Since the release time allocation went to the department, it was the department, not the administration, making the decision as to how it should be used.

At present there are no funds being used to support the assessment effort. It was announced in July that lack of state funding had forced the administration to suspend funding for one year. Whether or not this temporary suspension becomes permanent seems to depend upon the New Jersey State Legislature.

It is difficult to predict what will happen to all the assessment projects. Most of us who served as liaisons feel that we were two years away from having useful products and processes built into the regular activities of each department. The withdrawing of release time has sent a message that assessment no longer has priority.

For additional information contact Ardyth Stimson, Kean College of New Jersey, Union, NJ 07083

## Assessment From the Beginning: A Case Study

by James R. Reynolds and Ronald A. Stevens, Winona State University

In recent years, the Sociology/Social Work Department at Winona State University has gradually undertaken a series of steps toward enhancing its BA Sociology major. This effort has taken an outcomes assessment approach and has been a product of numerous developments on our local campus and at the Minnesota State University System level. Our interest in assessment has also been influenced by national trends and our approach has benefited from initiatives undertaken by the ASA. What follows is a brief account of what has been attempted thus far in the hope that it may prove useful to others with similar concerns. It is our view that such efforts will be most successful when they are carried out at the departmental level and can take place in a context of broad institutional support.

Winona State University and the Department of Sociology/Social Work joined the assessment movement relatively late compared with such pioneers as Alverno College and Northeast Missouri State University. At about the time Meyers and Keith (1990) reported that about 46 percent of the sociology departments surveyed were either engaged in or planning to

engage in assessment<sup>1</sup>, we too were encouraged to focus more attention on student learning outcomes. The impetus came mainly from two sources.

The first source was the Minnesota State University Board. Although there was no state mandate requiring assessment, the State University Board, out of concern about quality at a time when funding was not keeping pace with uncontrolled enrollment growth, initiated the "Q-7" ("Q" for quality and "7" for the seven state universities) planning process. A blue ribbon commission was established which eventually produced several recommendations, including seven indicators of quality which were intended to govern quality improvement on each of the campuses. These quality indicators were: adequate preparation for college, critical thinking and problem solving, global vision, multicultural awareness, scientific and quantitative literacy, readiness for work and career, and social and ethical awareness. Each institution was expected to develop and implement an assessment process to monitor its progress. Initial funding to begin the quality improvement process came from the State University System and has been followed by a "New Ventures" competitive award process to provide a limited number of \$100,000 grants to institutions in support of their respective Q-7 plans.

A second and almost simultaneous impetus for engaging in assessment at WSU was the arrival of Darrell Krueger as the new President in July 1989. Dr. Krueger had formerly been Vice President for Academic Affairs at Northeast Missouri State and brought with him considerable experience with the quality assessment movement on that campus and at the national level. His influence helped create a climate in which the focus was on assessment for the purpose of improving student learning rather than simply for purposes of accountability.

An attempt was made to involve all constituents (students, faculty, administration, and staff) in the discussions which led to the creation of a task force which developed WSU's plan for quality enhancement. The plan that emerged focused attention on all aspects of the educational enterprise. Goals and outcomes were established for the baccalaureate degree with emphasis placed on achieving these outcomes through pedagogy based on the "Seven Principles for Good Practice in Undergraduate Education" (student-faculty contact, collaborative learning, active learning, prompt feedback, time on task, high expectations, and diversity in ways of learning<sup>2</sup>).

Faculty grants for summer research, teaching, curriculum development, and assessment (maximum \$2500 per grant) and a challenge grant program (maximum \$7000 per grant) were developed to encourage faculty and departments to become involved in reexamining curriculum and pedagogy, as well as to implement a student learning assessment program. About 20 of 30 academic departments (involving close to two-thirds of the faculty) have taken advantage of these opportunities. Additionally, a three-year Bush Foundation grant secured by the State University System was used to fund a faculty development program in which assessment workshops were a part. This kind of administrative support and encouragement, along with leadership from the faculty association and other constituent groups, have together helped create an atmosphere where assessment is currently taking root.

The steps taken by the Sociology/Social Work Department have been guided by the principles set forth by the State University

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## Sociologists Participate in Focus Group Training

by Janet Mancini Billson, Professional Development Director

The Professional Development Skill-Building Workshop on Focus Group Research, held for two days prior to the Pittsburgh Annual Meeting, drew 52 sociologists from the U.S., Canada, Turkey, and Jamaica. The workshop was led by Christine Wright-Isak of Young and Rubicam, New York City, David Morgan, Portland State University, and myself. We explored focus groups compared to other types of research; the focus group setting; the uses of focus groups; developing the research proposal and setting the stage for the research report; developing the moderator's guide; principles of group process; and analyzing and reporting findings.

Participants received a guide written for the workshop, *Conducting Focus Groups: A Manual For Sociologists On The Use Of Focus Groups As A Tool In Social And Market Research*, and a certificate of attendance. The guide will be available for purchase through the Professional Development Program Catalog in early 1993.

## Working Group Conference on Feminist Organizations

In mid-February 1992, 42 scholars met to debate issues surrounding feminist organizations in relation to the new women's movement. The meeting was supported by the American Sociological Association Small Grants Program, which is funded by the National Science Foundation to assist individuals and groups engaged in the study of problems viewed as central to the discipline. The conference theme was "Feminist Organizations: Harvest of the New Women's Movements." Organized by Patricia Yancey Martin (Florida State University) and Myra Marx Ferree (University of Connecticut), the participants focused on how and why feminist organizations that were founded in accord with the new women's movement have survived the heyday of the movement and the forms they have taken as they and the movement have evolved and changed.

Several papers focused on the emerging relationships of feminist organizations with the state in terms of funding, regulation, and feminist protest "from within"—e.g., the impact of the Australian "femocrats" or of feminist "talk" by nuns and lay-women on the Catholic Church, an example of *discursive politics*. The control over definitions and

information between insiders, outsiders, and researchers—referred to by some participants as "guilty knowledge"—was also discussed. Participants focused on the learning processes that occur within feminist organizations and the transfer of acquired knowledge between movement organizations over time. The question of differences between feminist and non-feminist organizing emerged in discussing, for example, the unionizing strategies of clerical workers and the actions of Black women in grassroots organizations during the civil rights movement.

The workshop met February 14-16, 1992, in Washington, DC. Forty-two academics, including three from the United Kingdom and one from Canada, represented eight academic disciplines—including sociology, anthropology, political science, history, women's studies, American studies, social work, and organization behavior. Plans are underway for publication of an edited volume and a special issue of a journal based on presentations at the conference. In addition to ASA/NSF funding, support for this conference came from the home institutions of Martin and Ferree. □

evaluation and other types of research. The trainers represented three major uses of focus groups: product research and testing for marketing clients; image and public opinion research for non-profits and public service agencies; and basic academic research. Participants witnessed three "mock focus groups" for which they had already developed the moderator's guides—one on bar soap, one on the image of sociology, and one on relationships with aging parents. Those who were interested in hands-on experience moderated the mock groups for a short period each.

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Paul Reynolds (Marquette University) shared his research data on successful versus unsuccessful small businesses with those who were especially interested in establishing their own consulting firm. At least one pair of participants is planning to start their own consulting practice in the San Francisco area as a result of the workshop.

A special highlight of the workshop was the Networking Reception held the second evening, during which participants met and talked with experienced focus group researchers. Steven Collesano (American International Group), Richard Serpe (California State University-Fullerton), Steve Steele (Applied Data Associates), Joan Waring (Equitable Life), and Bob Wilson (University of Delaware) were generous with their time and "insider" tips.

Similar skill-building workshops will be held in the future on topics such as evaluation research and social impact assessment—watch *Footnotes* for details. □

## 1993 Regional Meetings

March 17-20—*Southwestern Sociological Association*, New Orleans, LA; Clarion Hotel. Contact: Rudy Ray Seward (Program Chair), Department of Sociology, University of North Texas, Denton, TX 76203; (817) 565-2296.

March 25-28—*Eastern Sociological Association*, Boston, MA; Park Plaza Hotel. Contact: Leo Meltzer (Executive Officer), 326 Urin Hall, Cornell University, Ithaca, NY 14853; (607) 255-1412/257-7052; Bitnet CPP@CORNELL.CIT-CORNELL.EDU.

April 1-4—*Southern Sociological Society*, Chattanooga, TN; Chattanooga Marriott Hotel. Contact: Shirley Laska, Department of Sociology, University of New Orleans, New Orleans, LA 70148; (504) 286-6472.

April 7-10—*Midwest Sociological Society*, Chicago, IL; Hyatt Regency Hotel. Contact: Clark McPhail (President), Department of Sociology, University of Illinois, 326 Lincoln Hall, 702 S. Wright, Urbana, IL 61801; (217) 333-2528; Citnet CMCPhail@UIUCVMO.

April 15-18—*North Central Sociological Association*, Toledo, OH; Marriott Hotel. Contact: Barbara Jones Denison (Executive Officer), Leadership Development Institute, Lebanon Valley College, Annville, PA 17003; (717) 867-6278.

April 24—*New England Sociological Association*, Smithville, RI; Bryant College. Contact: Gregg Carter, Department of Social Science, Bryant 401 College, Smithfield, RI (401) 232-6186; e-mail LOM11@VRIACC.

March 31-April 3—*Pacific Sociological Association*, Portland OR; Marriott Hotel. Contact: Randall Collins (President), Department of Sociology, University of California, Riverside, CA 92521; (714) 787-5444.

October 27-30—*Mid-South Sociological Association*, Montgomery, AL; Governor's House Hotel. Contact: Arthur G. Cosby (President), Department of Sociology, Mississippi State University, University, MS 38677; (601) 325-2495.

Monthly meetings—*District of Columbia Sociological Society*. Contact: William H. Martineau, ASA, 1722 N Street NW, Washington, DC 20036; (202) 833-3410, x303. □

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System and informed by the growing body of assessment literature.<sup>3</sup> Our efforts have also benefited from assessment conferences and workshops such as the ASA Teaching Workshop on Outcomes Assessment held at Alverno College, the annual "Assessment Forum," sponsored by the American Association of Higher Education, the "Strategies for Assessing Outcomes" workshop at the University of Tennessee-Knoxville, and the on-campus faculty development workshops funded by the Bush Foundation. Attendance at these conferences and workshops was made possible with administrative assistance.

Our department began by adopting the twelve goals developed by the ASA's Task Force on the Undergraduate Major in Sociology.<sup>4</sup> Our strategy then involved asking faculty members to voluntarily provide information indicating which of the ASA goals they believed were achieved in each course they taught. By creating a matrix with each column representing one of the twelve goals and each row representing a different course, it has been possible to examine the curriculum in terms of the adopted program goals. Transcript analysis then revealed which courses were most frequently taught by majors and indicated the extent to which students were exposed to the program goals. Transcript analysis has also been used to obtain an academic profile of students' rank, performance in selected general education courses, when they declared their major, sequence of courses taken in the major, their chosen minor, and their overall G.P.A. at time of graduation.

With modest financial support from the university, an alumni survey has also been conducted with the help of three senior majors in order to obtain information regarding the extent to which our graduates perceive themselves as having acquired the knowledge, skills and values set forth in department, and university goals. Combined with the transcript analysis and the course/goals matrix, these findings will be used to inform our discussion about quality assessment. We are proceeding slowly and attempting to achieve consensus as we examine the entire curriculum. Thus far we have identified the need for a capstone course and a preference for using portfolios as a major assessment tool. Other assessment related issues that are being discussed include admission standards and expectations, advising, and the role of internships.

Because the sociological perspective is well suited to assessment purposes and because goals, assessment strategy, and how results will be utilized must fit the particular institutional context, we feel it is in the best interest of every sociology department to be actively involved in the assessment process. At the very least, the process itself can be worthwhile in terms of stimulating discussion about teaching and learning.

### Endnotes

<sup>1</sup>John Myers and Novella Keith, "Assessment and the Undergraduate Sociology Program." Presented at the American Sociological Association's 85th Meeting, Washington, DC, August 11, 1990.

<sup>2</sup>Arthur W. Chickering and Zelda F. Gamson, "Seven Principles for Good Practice in Undergraduate Education." *The Wingspread Journal* Vol. 9:2 (June, 1987). Copies may be obtained by writing to The Seven Principles Resource Center, Winona State University, Winona, MN 55987 (distribution with permission from The Johnson Foundation, Racine, Wisconsin).

<sup>3</sup>*A Nation At Risk*, National Commission on Excellence in Education, U.S. Department of Education, Washington, DC, 1983; *Educating Americans For The 21st Century*, National Science Foundation, Washington, DC, 1983; *Integrity In The College Curriculum: A Report To The Academic Community*, Association of American Colleges, Washington, DC, 1985; *Involvement In Learning: Realizing The Potential Of American Higher Education*, National Institute of Education, U.S. Department of Education, Washington, DC, 1984. A list of other assessment references (bibliographies on assessment theory and practice and journal articles pertaining to assessment in sociology) may be obtained by sending a self-addressed, stamped envelope to the authors at the Department of Sociology and Social Work, Winona State University, Winona, MN 55987.

<sup>4</sup>American Sociological Association Task Force Report, "Study in Depth in Sociology." ASA Teaching Resources Center, 1722 N Street NW, Washington, DC 20036. □

## Jonathan Turner New Editor of *Sociological Perspectives*

The new editor of *Sociological Perspectives*, the official journal of the Pacific Sociological Association, is Jonathan H. Turner who takes over from John C. Pock of Reed College. *Sociological Perspectives*, formerly known as the *Pacific Sociological Review* is one of the oldest general sociology journals published in America; 1993 will mark 36 years of research scholarship which has appeared in the journal. The journal is received by all members of the Pacific Sociological Association, many other individual subscribers, and most research-oriented libraries. The journal is currently being published by JAI Press.

The new editor will continue the policies of the past in publishing articles of general interest to the discipline of sociology. In particular, scholars from outside the Western

region are encouraged to submit articles to Jonathan H. Turner, Editor, *Sociological Perspectives*, Department of Sociology, University of California at Riverside, Riverside, CA 92521. Information on format and submission requirements can be found on the inside cover of the journal, although these roughly correspond to those of ASR.

Turner received his PhD from Cornell University and has taught at the University of California for 24 years. He is the author of some 20 books on such topics as sociological theory, American society, race and ethnic relations, social institutions, social stratification, interaction processes, sociology of science, and human evolution. He has also published articles in all major sociology journals. □

## Open Forum

### Revisiting History: Hughes and Lee

I suppose it is not customary to comment on obituaries, but two people whom I had known and was fond of for my entire career (since the early fifties) are gone and were honored together with touching side-by-side essays in the August issue of *Footnotes*. I miss them very much. Helen Hughes and Al Lee both exercised powerful influences on me.

At first, when as a graduate student, I encountered *Race Riot* by Lee and Norman D. Humphrey (I believe that is the co-author rather than Elizabeth Lee as John Galliher states) which remains one of the great masterpieces of sociological reporting. Whatever writing skill I may have I owe fully to Helen Hughes with whom I had the pleasure of writing a book in 1957. We remained close friends, finally working hand in hand during our joint term on the ASA council toward the end of her career. We continued to correspond when she moved to Baltimore to be close to her daughter.

The most remarkable statement in these two obituaries is Daniels' and Thorne's observation that "in a different time" Helen Hughes' career would have been otherwise. The appalling loss to sociological knowledge which resulted from scholars such as Helen Hughes and Elizabeth Lee spending the prime of their lives nurturing their husbands' careers and their children, is tragic and immeasurable. I do not condemn either Everett Hughes or Al Lee in the firm belief that "in a different time" they too would have managed to achieve two equal careers in the same family. In fact, Al Lee lived long enough to make amends and much to his credit he did so even if it was sometimes at the cost of re-writing history.

For the record, I would like to explain how I recall some events, hastily protecting myself with the caveat that I am fully aware of the distortions introduced into personal recollections as the decades pass. I suspect that what I say may contain errors. But they are not deliberate and it is not difficult to document many of these things if anyone cares to take the pain.

I think that it is unlikely that one will find the name of Helen Hughes or Elizabeth Lee on the program of any sociological meeting—as presenter, organizer, discussant, committee member, or officer—prior to the mid-seventies, when both were mature women with adult children and retired husbands. When Arnold Rose joined with Al Lee to found the SSSP in 1951, he set about recruiting young members in the Midwest while Al took care of the East. I was one of those recruited by Arnold (it is interesting how Carolyn Rose, a contemporary of Helen and Elizabeth, was able to pursue her career without apparent interruption).

By the mid-fifties I had become Secretary-Treasurer of the SSSP. I do not recall ever seeing Elizabeth Lee at a meeting or a program or even on a membership list during those years. (During my tenure as secretary, Jesse Bernard became president of SSSP and caused me no end of pain by refusing "to bore everyone" with a Presidential Address). Of course, I recall Al Lee's awesome warnings on the state of the discipline and of the world, but I did not know anything about his family.

I remained active in SSSP, becoming President in 1964, but I never remember meeting Elizabeth Lee during those years. It seems to me that somewhere in the mid-seventies Al began to make amends to Elizabeth as they established themselves in a

new dual career. That is when I first remember her warm greetings and kind comments at ASA and SSSP meetings. That is when I first remember ever seeing Elizabeth Lee. Not only did they begin working in tandem as mentors and organizers, but they really began to publish jointly (although there were a few early joint publications, such as their social problems text of 1949) and I suspect that part of Al's making amends involved his looking the other way when younger sociologists began referring to them as "co-founders" of the SSSP. After all Arnold Rose (whom I remember as the co-founder of SSSP) was long gone and no harm was done.

Although I liked and respected Al Lee (most of the time) during all those decades and I loved and respected Helen Hughes, part of my motive in writing this curious document is to set the record straight on my friend and mentor Arnold Rose. Another part is the hope that those with better memories or better documentation will really set the record straight. Finally, I surely intend no disrespect for Helen Hughes or Elizabeth Lee. No one will ever know the extent of their influences on their more prominent husbands. The sad loss to us all is that neither of them had the direct influence on our discipline that they might have had if only they had lived "in a different time."

*Irwin Deutscher, Professor Emeritus*

### A Department Under Threat?

I have read with interest the recent letters about the state of the discipline in the "Open Forum" section of *Footnotes*. Such exchanges make for a lively debate which is surely healthy for the field.

I was dismayed, however, to see the observations about Harvard made in Jack Nusan Porter's letter on page 6 in the August, 1992 issue. Porter states that sociology is "threatened" at Harvard and that "Harvard is down to 25 concentrators." Both statements are untrue.

Over the past three years, this department has made six new appointments. Its PhD graduates have taken positions in leading departments, both in the U.S. and abroad. Its faculty members produce outstanding scholarly works and receive prominent honors. And on the subject of concentrators: currently there are 67.

This does not sound like a department under "threat." Though there are financial pressures at Harvard as there are elsewhere, our Dean has stated explicitly and publicly that he will not seek to deal with those pressures with wholesale program reductions, as was proposed (but not implemented, as Kai Erikson points out) at Yale.

I hope that the discussion of the future of the discipline in "Open Forum" can focus on steps to be taken toward strengthening and developing sociology, rather than generating false rumors about individual departments.

*Peter V. Marsden, Department of Sociology Chair, Harvard University*

### Sociology at Harvard: Toward a Paradigm Shift

In response to Peter Marsden's letter

regarding the "diminishment" of sociology at Harvard University, I'd like to make the following constructive points:

I stand corrected on the figure of 25 sociology concentrators or "majors" at Harvard. I have checked and it is 68, but I will not back down on my premise that sociology is in serious trouble, not only numerically but from a sociology of knowledge perspective—it is diminishing as a distinctive field, and there are more than a few Harvard professors (all non-sociologists) with whom I've discussed the matter who agree with me, and who go even farther.

One professor put it this way: sociology came into being at the beginning of the 20th century, and it may die out by the end of the same century. He was talking about a "paradigm-shift" What distinguishes sociology from political science or social history? In fact, aside from its methodology, what is distinctive about sociology at all, he asked me? Parsonian theory is dead; Marxian sociology is barren.

Even Harvard students I've talked to feel the field is "unexciting," "too statistical," "too narrowly focused," and "not strong." Sixty-eight majors is only 1 percent of the entire Harvard undergrad population. Boston College, for example, in contrast, has nearly 400 sociology majors!

I spent two years at Harvard in the early 1980s, and I never once wandered over to the sociology department. I did my research at the Ukrainian Research Institute. They want more, much more. You know already that "Social Studies" draws away many students from you, as does "government."

Two recent articles in our own *Boston Globe* should have alerted you to the danger: Charles Radin's piece on "Hot New Fields" (Sunday, September 6, 1992, page 1) showed how some fields are withering away, for example, comparative communist systems or the Soviet Union, while some are flourishing, like the biological sciences. A slackening interest in economics among undergraduates has also been noted at numerous schools. Marshall Goldman, professor of economics at Wellesley College and co-director of Harvard's Russian Research Center, says there is "a significant drop in enrollments" in economic courses at Wellesley, from 777 in the 1989 fall semester to 556 this fall.

A few days later an article by Anita Diamant, "Rethinking the Concept of the 'Dysfunctional' Family" (*Boston Globe*, Monday, September 7, 1992, p. 41), criticized one of our most sacred terms: *dysfunctional*, coined by Robert K. Merton. The label is overused and misused, Diamant says, and she's just a journalist, not even a sociologist. The Radin article emphasized that students are concerned with group values, with the attempt to recover community, not with alienation, exile, or being cut off. Professor Marsden, what is Harvard sociology doing to address these students' needs? But I could be wrong. Small is beautiful. Having 68 majors is good if it creates an intimate community of teachers and students, each getting individual attention.

But I also have to ask whether we are losing too many of our best and brightest to other fields and to other heroes. Are they attracted to history because of the charismatic Simon Schama? or to an Erich Goldhagen? to interdisciplinary fields like the social studies concentration with its rich and intellectually exciting textures?

Personally, after 30 years as a sociolo-

gist, I am turning to the roots of sociology, to social and political theory, and to social history (as well as to real estate). In fact, I've even considered going back to school—graduate school—at Harvard or Brandeis—in comparative history—what else?

This is no "false rumor," Professor Marsden; this is one of the most serious paradigm shifts to hit sociology in a long time, and we must recognize that, and do something about it, or we will die as a distinct discipline.

*Jack Nusan Porter, The Spencer Group, Newton Highlands, MA*

### Looking Forward to Miami

I am delighted that the ASA will be going to the Fabulous Fontainebleau in Miami Beach next August. Its roccoco (more is better) style will give the new post-modern wave much to analyze.

This is a fabulous geographical opportunity. I start with the following observations:

Many sociologists are Jewish.  
Most sociologists have mothers.  
Most Jewish mothers live in south Florida.

This sets up a wonderful opportunity. We can have each sociologist's mother comment on her child's paper. The debates will be incisive. The fights between the discussants will be fierce.

Mothers will also be encouraged to have poster sessions on why their children are "so successful" even if they don't get to appear on Oprah.

Finally, my mother will get to see me on stage (the first time since the third grade)—and maybe she will finally understand.

*Barry Wellman, University of Toronto* □



### Clusters

by Robert R. Montgomery, MD, father of sociologist Kathleen Montgomery, University of California-Riverside

They are the random motion Robert Brown Identified two hundred years ago They helps explain how liquid molecules through thrust asunder, let the total flow.

The vening gnats appear in swirling swarms Of countless individuals that dance, Much like the motes of early afternoon, In patterns whose designs seem purely chance.

A gathering of crows once caught our eye At dawn while watching Halley's comet glow, A milling mass that shot a couple out To mat, return, prepare the next to go.

Affinity for clustering must be An instinct printed in primordial soup For even man, rejecting isolation, Clings to city, clan, or social group.

# Alleviating Professional Immobility in Sociology: Faculty Exchanges as Remedy

by Richard M. Coughlin, University of New Mexico, and Charles Lockhart, Texas Christian University

In the winter of 1990 we conducted a survey of chairpersons of sociology departments that confirmed what many of us suspect has been the case in the tight academic job market in recent years: with only a few exceptions sociology faculty, especially among tenured ranks, have remained in place.<sup>1</sup> Our results also indicate that there were many more faculty at all ranks who were perceived by their department chairpersons as interested in moving to other academic positions than who actually moved. Further, we found that in terms of the criteria applied by their departmental chairpersons, those who are interested in moving are disproportionately strong performers.<sup>2</sup>

Table 1: Chairpersons' Attitudes Toward Short-term Exchanges

Survey Items	Agree Strongly	Agree Somewhat	Neutral	Disagree Somewhat	Disagree Strongly
Exchanges help to reduce faculty "burnout"	31.8%	55.7%	11.4%	1.2%	--
Exchanges allow faculty to avoid responsibilities to their home department	--	7.9%	3.4%	33.7%	55.1%
Exchanges provide exposure to new ideas and perspectives	51.7%	42.7%	3.4%	2.2%	--
Exchanges are more trouble than they are worth	3.4%	12.4%	23.6%	38.2%	22.5%
It would be a good idea to expand opportunities for faculty exchanges	44.9%	41.6%	10.1%	1.1%	2.2%

For the first question N=88; for all other questions N=89

Our results are fully consistent with the common perception that American universities are filled with capable faculty who would like to move to different professional settings but who cannot. This is encouraging neither for the individual faculty members nor their institutions. Both suffer under these circumstances from growing rigidity of routines and conflicts and thus from increasing professional inhibitions and repressed initiatives. Even if the wave of retirements projected for the next decade results in an increase in faculty hiring in the social sciences (and this is by no means a certainty), the vast majority of new positions will be targeted on entry-level faculty. Consequently, it is likely the current lack of opportunities for lateral mobility among associate and full professors will remain largely unaffected.

Currently, the only means for most faculty to experience an alternative professional setting is comprised of short-term arrangements, including faculty exchanges of limited duration. Our survey found that although the experience with exchanges is fairly limited, departmental chairpersons' reactions to the idea of exchanges are highly favorable. From 1984-89, fewer than 20 percent of the departments responding to our survey participated in any short-term reciprocal exchanges of faculty; fewer than 10 percent had two or more exchanges. Yet, by overwhelming margins, department chairpersons perceive exchanges as positive both for the faculty involved and the department as a whole (see Table 1).<sup>3</sup>

One immediate step that the American Sociological Association might take to facilitate short-term faculty exchanges would be to include a section in *Footnotes* or *ASA Employment Bulletin* listing inquiries about potential exchanges. We would also encourage an examination of other means through which temporary exchanges might be facilitated.

But our preferred agenda involves a bolder move: the possibility of introducing and facilitating permanent lateral faculty exchanges. Although many details would need to be worked out, in principle these exchanges would amount to an extension of the logic of temporary exchanges, involving the lateral exchange of roughly comparable faculty between two positions in different institutions without any expectation of reversal. In view of the novelty of the idea—and the fact that it has not, to our knowledge, actually been practiced to any significant degree—the department chairpersons in our study were understandably cautious in their attitudes toward such exchanges. But their caution is of a character that bodes well for the feasibility of permanent exchanges.

As Table 2 shows, department chairpersons' hesitancy with respect to such

remarkable opportunity for the Association to engage itself in an activity that holds the promise of offering significant improvement for the professional lives of a substantial proportion of its members.

For a more detailed report of the survey results, see Richard M. Coughlin and Charles Lockhart, "Alleviating Professional Immobility in Sociology: Faculty Exchanges As a Remedy," unpublished manuscript,

Table 2: Chairpersons' Attitudes Toward Proposal For Permanent Lateral Exchanges

Involving faculty whose perceived performance is:	Strongly Positive	Somewhat Positive	Neutral	Somewhat Negative	Strongly Negative
Very good to excellent	16.9%	32.5%	20.5%	20.5%	9.6%
Good to fair	4.7%	30.2%	30.2%	22.1%	12.8%
Marginal to poor	1.1%	13.8%	23.0%	24.1%	27.9%

Due to "didn't know" responses volunteered and questions left blank by some respondents, percentages are calculated on a slightly different number of responses. For each question: N=83 for the "Very good to excellent" question; N=86 for "Good to fair"; and N=87 for "Marginal to poor."

## Notes

<sup>1</sup> In December 1989 and January 1990 questionnaires were mailed in a single wave to 252 political science and 224 sociology departments offering graduate degrees. The total response rate was 47 percent for the combined samples. Thirteen responses lacked departmental identification and were thus not usable. The net response rate for sociology departments was 40 percent. Departments responded in roughly equivalent proportions across three categories that we constructed on the basis of reputational pres-

Albuquerque, New Mexico, May 1992.

<sup>2</sup> It is important to keep in mind that, although we speak of faculty members' interest in moving, our formal unit of analysis is the department as experienced and/or perceived by the (then) department chairperson.

<sup>3</sup> The pattern of results for our "sibling" discipline of political science is nearly identical. See Richard M. Coughlin and Charles Lockhart, "Alleviating Professional Immobility in Political Science: Faculty Exchanges As a Remedy," unpublished manuscript, Albuquerque, New Mexico, May 1992. □

## Writing Tips

### Noun Strings

by Karen Feinberg

In my last column I wrote about the advantages of a simplified writing style and showed ways to streamline or eliminate overblown expressions. Sometimes, however, writers go astray in the opposite direction: they need to add words to make their meaning clear.

Noun strings are an example of this problem. They can leave readers guessing because they lack connecting and clarifying words. Some noun strings, such as "female labor force participation," serve well as shorthand terms if they're used and understood widely, but many others are confusing because the relationship between the nouns isn't clear. (They also may be unintentionally funny.) In any case, noun strings are ungraceful: in the words of one writing instructor I know, who gives workshops at military installations, they have a "hup-hup-hup" quality.

These noun strings and their translations come from sociological manuscripts:

*Original:* child care employment restraint  
*Translation:* restraint on employment created by child care

*Original:* juvenile death penalty research  
*Translation:* research on the death penalty for juveniles

Sociologists aren't the only noun stringers. Some of the most baroque examples, like the following, come from other fields:

*Original:* pressure sore risk assessment instrument development

*Translation:* development of an instrument for assessing the risk of pressure sores

This example is the most enigmatic in my files:

Identify capacity calculation input parameter changes. (Translations, anyone?)

Even a two-word noun string can be confusing if the context doesn't help in interpretation. These short expressions

often involve people such as students, inmates, clients, or employers:

*Original:* student evaluations

*Translation:* evaluations of students or evaluations by students?

*Original:* employer sanctions

*Translation:* sanctions against employers or sanctions by employers?

To avoid the perils of noun strings, it's best not to assume that your readers know everything you know. As the author you've been deeply involved with your material, whereas many of your readers are seeing your ideas for the first time. Do them a favor: break up the noun strings and add those few important connecting words.

Karen Feinberg, a professional copy editor, has worked on sociologists' manuscripts for more than 20 years. If you'd like to see a particular subject or writing problem discussed in this column, write to Ms. Feinberg c/o Footnotes. □

## Emeritus Membership

If you have been a member of ASA for 10 years or longer and are retired from your primary workplace, consider applying for emeritus membership. Write for a form today:

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## UNESCO's Inter-Governmental Social Science Program

by Ali Kazancigil, Director, and Nadia Auriat, Consultant, Division for the International Development of Social and Human Sciences

### Introduction

In the 1990s, the social sciences have arrived at a critical turning point. Facing greater demands from their users, they must adopt a strong research strategy towards transcending national and disciplinary boundaries, and providing useful information for decision-makers in the public and private sectors. This viewpoint is echoed both by recent institutional transformations that have occurred in social science circles and recognized by social scientists.<sup>1</sup>

Among the recent institutional changes, the Commission of European Communities now accepts that the social sciences should be part of the European-level Research and Development (R&D) programmes. The World Bank is eager to base its development projects on long-term, well-planned applied studies that accompany such projects. The U.S. Office of Science and Technology (OST) has recently established a distinct social science branch, while the NSF created the Social, Behavioral, and Economics Sciences Directorate to replace the formerly joint Directorate with the Biological Sciences.

In keeping with such international or national acknowledgments, UNESCO is now launching MOST ("Management of Social Transformations"), an intergovernmental social science program with three major objectives:

- (1) to enhance the relevance and utility of the social sciences for national and international policy-making;
- (2) to foster the production of basic knowledge; and
- (3) to strengthen scientific and institutional capacities, particularly in developing countries.

This program is particularly concerned with generating information relevant for policy-makers in the private or public sectors, and is supportive of international/interdisciplinary/comparative research.

### How Will The Program Work?

In planning MOST, numerous consultations were carried out with major social science institutions and research centers around the world<sup>2</sup>, other UN Agencies, multinational firms, trade unions and the European Community. The input to the development of MOST has been extensive, and the final product described below reflects as much as possible the needs and demands of different world regions and sectors of our society that use social science research.

### Research Areas

The list of priority research areas compiled during the international consultations was narrowed, for purposes of feasibility, to three major areas. Themes under which project bids may be submitted for support when the project is launched in January 1994 are the following:

- The management of change in multi-cultural and multi-ethnic societies;
- Cities as arenas of accelerated social transformation;
- Coping locally and regionally with economic, technological, and environmental

transformations.

The capacity-building functions of MOST will be directly linked to research projects accepted and pursued within the framework of these three major program areas. This includes institutional and scientific capacity-building such as training in empirical techniques and development of information and documentation infrastructures. Research proposals for support under any of the three areas of MOST are to be submitted by teams and institutions from a minimum of two countries. Further details about the themes, application formulas, conditions for eligibility, and general guidelines will be available upon request from the Secretariat of MOST, UNESCO Headquarters in Paris, at a later date. The program is expected to start as of January 1994.

### Structure

MOST has a three-tier structure representing central, regional and national levels. Two bodies are to be established at the central level: an Intergovernmental Council and a Scientific Steering Committee. The Council—representative of all regions of the world but not exceeding 40 members—is to look after the general policies of MOST as well as the financial issues, and will provide the linkage of governments. The Scientific Steering Committee will operate the program and will consist of highly competent and experienced social scientists. Membership of the Scientific Steering Committee will not exceed 10; appointments will rotate.

### Operationalization

A decentralized approach was adopted in the implementation of MOST. Each research network will enjoy autonomy and be responsible for research projects in both, their theoretical and methodological dimensions. However, the overall coordination of international collaborative research, as well as funding decisions concerning individual projects, will be the responsibility of the program's steering bodies. The latter may also invite regional and national social science associations to provide their views on submissions; consultative regional meetings could be organized.

To guarantee its scientific credibility, strict and impartial evaluation is an absolute priority for MOST. This means that peer review will exist in various stages of all projects. The highest international scientific standards will be applied in the evaluation process, and will take into account the cultural characteristics and differences in problem perception and definition. Assistance either in initial conception or improvement of the project proposal will be provided upon request.

### Financing

The basic endowment from MOST is to be provided through UNESCO's regular budget. However, the greater share of the budget is to be obtained through the fundraising strategy of the program by the Secretariat, from public and private, international, regional, national, and sub-national sources. Possibilities of establishing an international social science fund are being explored by the Secretariat of UNESCO, as well as regional funds coming from the European Community, and regional development banks for Africa, Asia, and Latin America. Other UN bodies, notably the World Bank, have expressed interest in funding (under MOST) social science components of their technical development projects. National funding arrangements will be made by UNESCO,

and will most likely vary by country.

### Conclusion

The opportunities offered by MOST will benefit social science communities around the world; powerful communities such as those found in Western Europe and North America are no exception. ASA members are most welcome to participate in this exciting new program, and the Secretariat of MOST (UNESCO Headquarters in Paris) welcomes any further requests for information.

### Notes

For more detailed information, see the "Feasibility Study on the Establishment of an Intergovernmental Programme in the Social Sciences," UNESCO, 140 EX/11, August 10, 1992, which can be obtained from the Division for the International Development of Social and Human Sciences, UNESCO, 1 rue Miollis, 75732 Paris, Cedex 15, France.

<sup>2</sup>See notably the thoughts expressed in the SSRC bulletin *Items*, June-September 1992, of David L. Featherman, President SSRC, as well as those of Cora B. Marrett, Assistant Director, Social, Behavioral and Economic Sciences Directorate, the National Science Foundation.

<sup>3</sup>Such as the Latin American Council of Social Sciences (CLACSO), the Latin American Faculty of Social Sciences (FLACSO), the Association of Asian Social Science Research Councils (AASSRC), the Indian Social Science Research Council (SSHRC), the Social Science Research Council (SSRC), the European Science Research Council (ESRC), the National Science Foundation (NSF), etc.

## An Open Letter from the Institute of Socio-political Research, Russian Academy of Sciences

We are pleased to inform you that the Institute of Socio-Political Research (ISPR) of the Russian Academy of Sciences is willing to offer its services to all who are interested in the changing economic, political, and social processes taking place in our country.

The Institute has been set up as the leading national scientific centre carrying out fundamental research on socio-political processes. The Institute considers the accumulation of the wealth of scientific knowledge to be its central task.

The efficient staff of highly qualified specialists, well known to the world scientific community, are at present engaged with the Institute. We concentrate our efforts on the following fields:

- social dynamics and forecasting of the development of social and political processes in Russia;
- situational political analysis;
- consequences of legislative and executive decisions;
- problems of ethnic relations and conflicts; and
- youth policies.

Studies carried out by the Institute staff are both theoretical and applied in character. Advanced scientific methods ensure our success in serving the customer's interests in all spheres of activity on a high level of reliability on the data obtained by our scholars.

We are in a position to supply you with sociological information on the political and social situation in the country as a whole, as well as in various regions of it in the shortest time possible.

We are pleased to offer you business-like cooperation. You may contact us at: Institute of Socio-Political Research of the Russian Academy of Sciences, 32-A Leninski Ave., Moscow 117334 Russia; Telephone (095) 9381910; Fax (095) 9380079; E-Mail osipov@ispr.uucp.free.msk.su.

Gennadi Osipov, Academician of the Russian Academy of Sciences; Director of the ISPR; Russian Sociological and Demographical Society President; and Russian Humanities and Social Sciences Development Fund President

## Higher Education, Feminist Style

by Janet Mancini Billson, Assistant Executive Officer

If one were to design a feminist university, what would it look like—physically and in terms of curriculum—and how would it work? Two experiments, reported in *M.s.* magazine (January/February 1992), suggest the basic outlines of a feminist approach to higher education. One is Kvinneuniversitetet or "The Women's University" in Loten, Norway, which serves 1,500 students a year; the other is Ovum Pacis ("egg of peace") in Burlington, Vermont, which has seven students. They have been in existence since 1985 and 1991 respectively.

Both Kvinneuniversitetet and Ovum Pacis have simple campuses in or near small towns surrounded by quiet countryside. Administration is decentralized, comprised solely of women, and informally structured. Kvinneuniversitetet includes meeting rooms, a pottery shop, and a barn on its five acres; the university also offers some off-site courses for those who cannot travel to campus. Both universities are accredited to grant baccalaureate and specialized graduate courses, but are still fighting for academic legitimacy. Funds are a continuing problem.

Kvinneuniversitetet and Ovum Pacis stress the need for women to educate themselves and each other according to feminist values, goals, and teaching methods. Rather than include curriculum material on women's rights, literature, or problems, both universities stimulate students to think about major societal questions through a new, integrative lens that blends feminist theory with practice. Their purpose is to create feminist understandings of violence, war, poverty, social inequality, and health—and to suggest alternative arrangements for societies.

Kvinneuniversitetet tries to avoid disciplinary specialization and helps each student reach her potential, physically and mentally, through a holistic approach that includes courses in ecology, health, power and solidarity, female culture and creativity, feminist criticism of technology, and ethics. Similarly, as women graduate from Ovum Pacis, they work on a problem facing economically deprived women; this helps them put together theories and realities of women's lives in a practical way.

A low-tuition but not low-cost institution, Kvinneuniversitetet relies on volunteers and international donations to offset expenses. Child care and motivation counseling, as well as programs to bring women up to university level who experienced gaps in their educations, are all considered "essential services."

Students and other community members can suggest course topics and efforts are made at Kvinneuniversitetet to bring community members into the university.

Social psychologist Berit As, who founded Kvinneuniversitetet, served as consultant to Ovum Pacis, which was founded by Alice Wiser and Marcia Mason. □

## NSF, from page 1

Washington University in St. Louis, the Commission maintained that the recommendations "are made in the spirit of continual improvement of a fine existing system" in which the NSF's "key role in the support of research in science and engineering should be strongly reaffirmed."

### Supports Merit Review

The Commission strongly supported merit review noting it "has proved to be the best way of tapping into the creativity of research scientists and engineers." However, the report also pronounced that it is appropriate to "involve the private sector more fully than heretofore in the decisions which affect the classes of research allocation as well as some evaluation of the effectiveness of the expenditures." How this would be done is unclear. Commission member John Armstrong, Vice-President for Science at IBM, suggested putting scientists in industry on NSF advisory committees and using them as program rotators.

### Interdisciplinary Work Encouraged

The report strongly encourages interdisciplinary research. Armstrong's position from the

commission's last meeting that "nature knows no disciplinary boundaries" was included in the report. (University of Wisconsin Chancellor Donna Shalala's retort that "nature doesn't have tenure," was not.)

NSF is urged to examine the size of its grants, but on a field distinct basis in consultation with those communities, and "from time to time review the makeup and combinations of Directorates to maintain the most effective focus and management of the selection process, taking into account the evaluation of research, the desirability of interdisciplinary research, the needs of different types of research and efficiency of operation."

The Commission stayed away from the issue of technology transfer in its report, speaking instead of "diffusion and dissemination of knowledge and skills derivable from scientific and engineering discoveries." Although suggesting the system is working, the report offers several improvements: more cross-disciplinary cooperation; more exchanges of people between universities, industry, and government; support of research with active industrial participation; continued funding for the maintenance of and access to large scale data bases; and further develop-

ment of information infrastructure such as NSFNET.

The report calls for a larger role for NSF in promoting and interpreting the process by which new knowledge eventually leads to societal benefits. The Commission also endorsed greater international scientific cooperation, and called on the NSB to "work for a national plan to keep [instrumentation and facilities] adequate for the conduct of pioneering science and engineering."

### Education Recommendations

Under its education recommendations, the report states: "The Foundation should be at the leading edge of ever-emerging improvements in curricula, and methodologies of teaching and training for research." As part of this, NSF should encourage joint science, engineering, and management education programs.

The Commission claims the two areas most in need of improvement are K-12 and undergraduate education. The NSF needs to pursue K-12 improvements in collaboration with the Education Department and other interested parties, the Commission said. In undergraduate

education, the introductory course should be a special focus.

### Teaching-Research Dichotomy

Commenting on the teaching-research dichotomy, the Commission stated that "Undergraduate education is enriched by faculty participating in research." On graduate education, fellowships and traineeships are endorsed, as is the vigorous encouragement of involving underrepresented groups in science and engineering.

Reflecting the views of Chairman Galvin, the report has a section concerning the use of measurement systems to improve the quality of operations. It states, "All reasonable measurements of the quality of the output of research, the quality of research allocation and the other principal functions of the Foundation should be subject to rigorous and common sense metrics for the evaluation and increase in the quality of its activities."

The report also asks the NSB to "work with its peers in the private and public sectors so that the nation might formulate a much-needed science and technology roadmap." In particular, it urges the Board and those involved in planning a coherent national science and technology policy to "resist any pressures to strip NSF of its full spectrum of research goals and linkage mechanisms, from engineering research centers, to computer networks, to pure science and mathematics. The great strength of American science and American universities is the absence of rigid cultural barriers between science and engineering and between pure research and its applications." Yet, it also advocates "a broad national policy going beyond science and engineering and including technology and its applications."

### NSF Funding Inadequate

Finally, the Commission acknowledges that "The NSF will find it difficult to respond to these new challenges without an increase in resources, for the budget of the NSF already is inadequate to support its present responsibilities and programs." However, reflecting the reality of fiscal constraints, the panel asks business to expand its contributions to complement public funding of science and engineering research.

Reacting to the Commission's report, NSF Director Walter Massey was pleased that the report recognized the need for greater linkages and integration in all facets of what NSF does: a greater integration of science and engineering research into society, and the public's increasing expectations for the results of this research; support for research that crosses traditional disciplinary boundaries and links science and technology; more active use of partnerships, especially with industry and other government agencies in strategic research areas; and integration of science and technology into our educational curriculum at all levels and for all students.

In accepting the Commission's report, NSB Chairman James Duderstadt, President of the University of Michigan, called it an "historic moment for NSF," and praised the panel for its "outstanding job in grappling with some very complex issues of basic significance to NSF and to the entire country." Both Massey and Duderstadt noted the more than 800 letters the Commission received from all over the country. Duderstadt noted the report was a first step in a lengthy deliberative process on the future of the NSF. He assured the NSB and the many scientific community members in the audience that the Board would provide ample opportunities for a full discussion of the Commission's report.

See November Footnotes ASA testimony, pages 1-2. Reprinted from the COSSA Washington Update, Volume XI, Number 21, November 23, 1992. □

## Miami, from page 1

All of the new city officials elected in the process, of course, were white. The initial task of race relations, in the view of city leaders, was to impress upon local black citizens the appropriate behavior standards for "Southern Negroes," since the Bahamians, in the words of a local judge, "upon their arrival here considered themselves the social equal of white people." In subsequent years, Southern blacks arriving in Miami to seek work in the expanding service economy would indeed find a familiar setting. Virtually absolute residential segregation was imposed, a pattern that would endure until the 1960s.

Decades before Walt Disney redesigned central Florida, the state's *laissez-faire* politics provided northern entrepreneurs license to create fantasy real estate and resort ventures. Venetian and Spanish-style housing developments sprang up, while the indigenous mangrove coast was plowed away to make room for luxury hotels and wide, empty beaches. When the ocean washed the sand away (since the trees were no longer there to hold it), the hotel proprietors arranged for sand to be pumped back onto the beaches.

Fueled by exuberant promoters, eager investors, and well-heeled northern tourists, Miami experienced dizzying growth. Between 1910 and 1925, the population soared from about 5,000 to 146,000. The completion of a causeway across the bay opened up the island of Miami Beach to developers, and a string of hotels, mansions, and parks soon dotted the coast. By the early 1920s the planned residential community of Coral Gables had been constructed to the southwest of downtown, and the University of Miami opened its doors.

The boom came to an abrupt end in 1926, when a major hurricane devastated the city, followed by the years of financial crisis and the Great Depression. By the mid-1930s, the local economy had begun to recover. Most notably, during this period, a significant influx of Jewish working and middle-class migrants from Northeastern cities was reflected in the distinctive small hotels and apartments of the Art Deco district in south Miami Beach.

The next development boom began during World War II and picked up steam in the 1950s. Many servicemen and women sta-

tioned in South Florida during the war decided to remain there permanently; refugees from Northern winters opted for Florida on an ever-larger scale; and the popularization of air travel brought Miami vacations within reach of growing numbers of Americans across the country. Most of the large hotels of Miami Beach (including the Fontainebleau, opened with great fanfare in 1954) date from this era. Between 1940 and 1950 the population of metropolitan Miami (Dade County) nearly doubled, rising from 268,000 to 505,000; by 1960 it had reached 944,000.

As Miami acquired the dimensions of a large metropolis, its economy began to diversify; the port and airport, in particular, played an increasingly important role in transportation and commerce between the U.S., the Caribbean, and Latin America. But Miami's image had been shaped by decades of promoting a tropical paradise for tourists, and it was apparent by the 1960s that the image had faded. The preferred destination for Florida tourists became Walt Disney's fantasy creations near Orlando, some 250 miles to the north; meanwhile those seeking Caribbean vacations increasingly found their way further south to the Bahamas, Jamaica, Puerto Rico, or the Yucatan.

Writing with great prescience in 1953, journalist Helen Muir concluded her folkloric history of the city, MIAMI, U.S.A., with mixed regret and resolve:

Let us take leave...of the old Miami, the land of summertime and easy living with fish jumping from bay to fire without the help of a line. Let us go forward into the new Miami, a land so full of movement and change and building and mixed groups that it does not seem to have a character at all although it has many faces."

By the early 1960s, well before the massive arrival of Cubans, the influx of northern "Anglos" (as non-Hispanic whites are now called in Miami) had slowed to a trickle. After 1970 the net migration of Anglos turned negative. The next wave of Miami's development would be spurred by migration from the south, specifically from Cuba.

The choice of Miami as a destination for refugees from the Cuban Revolution was not accidental. Despite not having a sizable

community of migrants from Cuba prior to 1959, Miami had nevertheless been greatly influenced by the flow of people and goods across the Florida Straits throughout the twentieth century. The creation of rail and highway links between Miami and Key West and their extensions to Havana by way of ferry, along with regular air service as early as the 1920s, established important connections between Miami and the Cuban capital. A growing flow of tourists and businesspeople constituted a human barometer of Cuba's increasing integration into the U.S. economy.

For decades Miami also had tended to receive those Cubans seeking refuge from the shifting fortunes of the island's turbulent politics. Two deposed Cuban presidents—Gerardo Machado, overthrown in 1933, and Carlos Prio Socarras, ousted by Batista in 1952—made their home in Miami. Jose Manuel Aleman, a prominent Cuban politician of the 1940s, built Miami's baseball stadium. Even Fidel Castro visited Miami in the 1950s, asking Cubans for their support.

For these reasons Miami became a magnet for the Cuban elite and middle classes displaced by the Revolution. Their success in regaining their economic footing in turn has served to strengthen Miami's attractiveness for other Caribbean and Latin American inflows, whether as a market for elite investments, an emporium of international trade, a means to launder drug profits, or a place to simply make a living. Following these motives, hundreds of thousands of immigrants have made Miami their home (or one of their homes) since 1960.

The population of metropolitan Miami in 1990 was nearing two million. With the Anglo population actually having declined by some 150,000 people since 1960, the immigrant wave has resulted in a Latino majority with growing political and economic clout. In the meantime, a restive black population that has benefitted little from either the old or the new Miami has periodically raised a collective voice of protest over persistent discrimination and inequality. Subsequent articles in this series will examine more closely these phenomena, as well as the most recent redesign of the city wrought by Hurricane Andrew. □

## Call For Papers

### CONFERENCES

**American Public Health Association 121st Annual Meeting, October 24-28, 1993, San Francisco, CA.** Theme: "Building Healthy Communities: Physical, Economic, Social, Political and Environmental." The call for abstracts will appear in the January 1993 issue of the *American Journal of Public Health*, and completed abstracts are due to the section program chair no later than February 10, 1993. A standard abstract form, included with the call for papers, must be used; faxed copies of abstracts are not accepted. Abstracts relating to mental health may be sent to: Mary E. Evans, Bureau of Evaluation and Services Research, New York State Office of Mental Health, 44 Holland Avenue, Albany, NY 12229. Abstracts dealing with other areas of mental health must be sent to the program chair of the appropriate section.

**Association for Gerontology in Higher Education 19th Annual Meeting, March 4-7, 1993, Louisville, KY.** Theme: "Learners All: Understanding Aging Across the Life Span." For additional information contact: Association for Gerontology in Higher Education, 1001 Connecticut Avenue NW, Suite 410, Washington, DC 20036-5504; (202) 429-9277; FAX: (202) 429-6097; or Raelene V. Shippee-Rice, AGHE Program Chair, University of New Hampshire, Department of Nursing, Durham, NH 03824; (603) 862-0458; FAX: (603) 862-0487.

**Association for Humanist Sociology 1993 Annual Meeting, November 11-14, 1993, New Orleans, LA.** Theme: "Humanity at the Crossroads: Building a New Social Agenda for the Future." The AHS invites sociologists, scholars from all disciplines, activists, progressive change agents, and others to participate in our annual meeting. We encourage the submission of papers, as well as proposals for panels, roundtables, workshops, video presentations, or other innovative/alternative sessions. Send proposals or abstracts on any topic (not limited to conference theme) to: Leo Barrile and Tom Bonomo, AHS Program Co-Chairs, Department of Sociology and Social Welfare, Bloomsburg University, Bloomsburg, PA 17815.

**The College on Problems of Drug Dependence, Inc. 55th Annual Scientific Meeting, June 12-17, 1993, Toronto, Ontario, Canada.** Abstracts with accompanying \$25 abstract fee should be sent to: Martin W. Adler, Executive Officer, CPDD, Department of Pharmacology, Temple University, University School of Medicine, 3420 N. Broad Street, Philadelphia, PA 19140. Deadline for submission of abstracts for oral poster sessions is January 15, 1993. For further information about the meeting contact: Richard A. Meisch, Department of Psychiatry and Behavioral Sciences, University of Texas Health Sciences Center, 1300 Moursund Street, Houston, TX 77030-3497.

**31st Congress of the International Institute of Sociology, June 21-25, 1993, the Sorbonne, Paris.** Please send potential contributions to Herman Smith, Department of Sociology, University of Missouri-St. Louis, St. Louis, MO 63121-4499; INTERNET: SOC-SMITH@UMSLVMA.BITNET. Deadline is February 15, 1993.

**European Congress of Rural Sociology, August 2-6, 1993, The Netherlands.** Submission deadline for papers is March 1, 1993. Send abstracts and requests for information to: Terry Marsden, School of Geography and Earth Resources, University of Hull, Cottingham Road, Hull HU6 7RX, United Kingdom.

**2nd National Head Start Research Conference, November 4-7, 1993, Washington, DC.** Theme: "Translating Research Into Practice: Implications for Serving Families With Young Children." Topics may include: family ecology; the family in the community; a systems approach to the study of child development; conceptual models for the study of families; normative child development; family strengths and adaptive strategies; child and family physical and mental health; and integrated multi-generational approaches to early intervention. Abstracts must be postmarked by January 29, 1993. For submission guidelines and conference details, contact: Faith Parker, Project Director, National Council of Jewish Women Center for the Child, 53 West 23rd Street, New York, NY 10010; (212) 645-4048.

**New York Academy of Sciences Symposium, May 21-24, 1993, Research Triangle Park, NC.** Title: "Human Reproductive Ecology: Interactions of Environment, Fertility and Behavior." Contributed poster sessions will form an integral part of the program. The deadline for submission of poster abstracts is February 1, 1993. The entire abstract, including title, author(s), and affiliations, must be typed single-space and contained within a rectangle that measures 5" x 4 3/8" (width x length). (Abstract form is not necessary). Abstracts should be sent to: Kenneth L. Campbell, Associate Professor of Biology, University of Massachusetts-Boston, 100 Morrissey Blvd., Boston, MA 02125-3393. For further information contact: Conference Department, New York Academy of Sciences, 2 East 63rd Street, New York, NY 10021; (212) 838-0230; FAX: (212) 838-5640.

**Southern Demographic Association 1993 Annual Meeting, October 21-23, 1993, New Orleans, LA.** The program sessions will include a wide range of topics of interest to demographers. Applied and basic contributions are welcome, and the best student paper will receive an award of \$100. Suggestions for session organizers are also welcomed. Sessions may include invited papers on a particular theme, panel discussions on special topics, computer demonstrations, or other appropriate formats. Please send abstracts and/or other expressions of interest to the program chair by June 1, 1993: Kristen West, Decennial Statistical Services Division, Bureau of the Census, Washington, DC 20233; (301) 763-4103; FAX: (301) 763-7322; E-MAIL: KWEST@GRDSL.C1.FB.NOA.GOV.

**The Globalization of the Agro Food Sector and Development in Latin America Conference, June 4-7, 1993, Isle Margarita, Venezuela.** This conference is planned in conjunction with the Latin American Congress of Sociology to be held May 31-June 4, 1993, in Caracas. Abstracts for papers should be sent by March 1, 1993, to: Nelson Prato Barbosa, CENDES, POBA International #151, P.O. Box 02-5255, Miami, FL 33102-5255.

**First Congress on Physical Education and Sport, May 21-25, 1993, Democritus University of Thrace, Komotini, Greece.** Communications, abstracts, and posters should be sent to the Secretariat of the Congress by January 31, 1993. Contact: Secretariat 1st C.P.E.S., Department of Physical Education and Sport Science, Democritus University of Thrace, Komotini, 69100 Greece; Tel: 0531 21764; FAX: 0531 31298.

### PUBLICATIONS

**Principles of Demography: Basic Concepts, Methods, Measures, and Issues.** Demographers are invited to write one (or more) chapter(s). The book is intended for an international audience. Please send chapter proposals to: Jamshid A. Momeni, Editor-in-Chief, Department of Sociology and Anthro-

pology, Howard University, Washington, DC 20059; (202) 806-6853(4).

**Social Insight: Knowledge at Work.** Submissions sought for this new publication of the Society for Applied Sociology. Articles should be of magazine length, and focus on sociologists in applied settings. Articles are subject to editorial review; this is not a refereed academic journal. For submission guidelines contact: Alex Boros, *Social Insight*, Editor-in-Chief, Department of Sociology, Kent State University, Kent, OH 44242; (216) 672-2440.

**Teaching Sociology** invites submissions for two special issues: (1) "Interpersonal and Interactional Aspects of Teaching": This issue will include empirical research papers and shorter notes on teaching techniques related to face-to-face interaction between students and teachers, including impression management, the use of humor, self-disclosure issues, sexual harassment, the role of the individual personality and style in the classroom, faculty-student communication, cooperative versus competitive classroom climates, etc. Deadline for submission of papers for this special issue is December 1, 1993. (2) "Teaching Social Stratification and Inequality: Age, Class, Gender, and Race/Ethnicity": This special issue will include empirical research papers and shorter notes on teaching techniques related to inequality, issues in gerontology and aging, social class analysis, ageism, sexism, and racism. Deadline for submission of papers for this special issue is July 1, 1994. All papers submitted before July 1, 1993, should be sent to the current editor, Dean S. Dorn, Department of Sociology, California State University-Sacramento, Sacramento, CA 95819-6005. Papers submitted after July 1, 1993, should be sent to the Editor-designate, Kathleen McKinney, Department of Sociology, Schroeder Hall 338, Illinois State University, Normal, IL 61761-6901. Submit four copies double-spaced along with a check for \$15 to the ASA for the processing fee.

## Meetings

**January 13-16. Association of American Colleges 79th Annual Meeting, Seattle, WA.** Contact: Association of American Colleges, 1818 R Street NW, Washington, DC 20009; (202) 387-3760.

**February 1-2. Center For Faculty Evaluation and Development Tenth Annual Conference, Orlando, FL.** Theme: "Academic Chairpersons: Selecting, Motivating, Evaluating, and Rewarding Faculty." For further information contact: Conference Office, (913) 532-5575 or (800) 255-2757.

**February 11-14. 13th International Sunbelt Social Networks Conference, Tampa, FL.** Contact: H. Russell Bernard, Anthropology, 1350 Turlington Hall, University of Florida, Gainesville, FL 32611; (904) 392-3139; FAX: (904) 376-8617; E-MAIL: UFRUSS@NERVM.BITNET, or Alvin W. Wolfe, Anthropology, University of South Florida, Tampa, FL 33620; E-MAIL: ALWOLFE@CFRVM.BITNET.

**February 19-21. Sociology of Education Association 21st Annual Meeting, Pacific Grove, CA.** Theme: "The Shifting Boundaries of Public Education." Contact: Annette Gromfin, 6137 West Alcott Street, Los Angeles, CA 90035, or Donald Fisher, University of British Columbia, Vancouver, BC, Canada.

**February 25-26. Sigma Xi Forum, San Francisco, CA.** Theme: "Ethics, Values, and the Promise of Science. Through plenary and breakout sessions, participants will develop recommendations on some of the most critical ethical

issues science and society face. For program and registration information, contact: Lynne Giesmann, Sigma Xi, P.O. Box 13975, Research Triangle Park, NC 27709; 1-800-243-6534; FAX: (919) 549-0090.

**March 2-4. Annual Mental Health Conference, Boston, MA.** Theme: "The Complex Patient in Time-Effective Treatment." Contact: Anne Cronin, Conference Coordinator, Harvard Community Health Plan, Teaching Center, 2 Fenway Plaza, Boston, MA 02215; (617) 421-2742.

**March 4-7. Nineteenth Annual Meeting of the Association for Gerontology in Higher Education, Louisville, KY.** Theme: "Learners All: Understanding Aging Across the Lifespan." Contact: Association for Gerontology in Higher Education, 1001 Connecticut Avenue NW, Suite 410, Washington, DC 20036-5504; (202) 429-9277.

**March 10-14. Society for Applied Anthropology 1993 Annual Meeting, San Antonio, TX.** Theme: "Applying Social Science in a Multicultural Setting." For more information contact: Society for Applied Anthropology, P.O. Box 24083, Oklahoma City, OK 73124.

**March 11-14. Peace Studies Association Fifth Annual Meeting, Pennsylvania State University, University Park, PA.** Theme: "New Directions in Peace Studies: Education, Research and Action." Contact: Abigail A. Fuller, Department of Sociology, Campus Box 327, University of Colorado, Boulder, CO 80309-0327; (303) 786-4890.

**March 17-20. Southwestern Sociological Association Meeting, New Orleans, LA.** Theme: "Social Sciences: Agents for Change." Contact: Rudy Ray Seward, Program Chair, Department of Sociology, P.O. Box 13675, University of North Texas, Denton, TX 76203-3675; FAX: (817) 565-4663; E-MAIL: SEWARD@SCS.UNT.EDU; or (817) 565-2295.

**March 24-27. Association of Social and Behavioral Scientists, Inc. Annual Meeting, Cleveland, OH.** Theme: "Oppression, Survival and Achievement Within the System." Contact: Alton Thompson, Program Chair, Association of Social and Behavioral Scientists, Inc., Department of Agricultural Economics and Rural Sociology, A-21 C.H. Moore Research Facility, North Carolina A&T University, Greensboro, NC 27411; (919) 334-7053; FAX: (919) 334-7674; BITNET: THOMPASA@ATSUVAXI.

**March 25-28. Eastern Sociological Society 1993 Annual Meeting, Boston, MA.** Theme: "Organizations as Instruments of Social Change." Contact: ESS Executive Office, G-44 Uris Hall, Cornell University, Ithaca, NY 14853; (607) 255-1412; E-MAIL: CPP@CORNELL.CIT-CORNELL.EDU.

**March 26-28. Society for the Advancement of Socio-Economics Fifth Annual Meeting, New York City.** Theme: "Incentives and Values as Foundations of Social Order." For more information contact: 714H Gelman Library, 2130 H Street NW, Washington, DC 20052; (202) 994-8167; FAX: (202) 994-1639.

**March 31-April 3. National Social Science Conference, San Francisco, CA.** For more information call: National Social Science Association Office; (619) 448-4709.

**June 20-23. 20th Annual Conference of the National Council for International Health, Arlington, VA.** For more information contact: NCIH Conference Department, 1701 K Street NW, Suite 600, Washington, DC 20006; (202) 833-5903; FAX: (202) 833-0075.

## Funding

**Alpha Kappa Delta Sociological Research Symposia.** AKD will provide up to \$750 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 \$350 in supplemental support for established sociological research symposia which are sponsored by a local chapter, chapters, or AKD. Application Guidelines: Applications must be from AKD Chapters; requests which clearly explain student involvement, student benefits, and detailed budgets will have priority; 20 copies of the application must be received by May 1, 1993. Send application to: Alvin P. Short, AKD Secretary-Treasurer, Department of Sociology, Southwest Texas State University, 601 University Drive, San Marcos, TX 78666-4616.

**The Barbara Rosenblum Scholarship for the Study of Women and Cancer** was established by Sociologists for Women in Society with a request from Barbara Rosenblum to encourage doctoral research in the social and behavioral sciences on women's experience of breast cancer and prevention. A \$1,500 scholarship will be awarded for doctoral research and/or publication and presentation of results. Application deadline is March 1, 1993. Applications are available from Virginia Olesen, Department of Social and Behavioral Sciences, N631Y, University of California-San Francisco, San Francisco, CA 94143.

**Bosch Younger Scholars Program in the Social Sciences.** The Program seeks candidates in the social sciences whose work intersects with the research focus of the Institute. Awards are for 6-12 months at \$1,700 a month, depending on the nature of the candidate's topic. Application deadline: February 15, 1993. Contact: American Institute for German Contemporary German Studies, Johns Hopkins University, Suite 350, 11 Dupont Circle NW, Washington, DC 20036-1207; (202) 332-9312; FAX: (202) 265-9531; TELEX: 264 170 JHU.

**Columbia University Psychiatric Epidemiology Training Program** announces openings for pre- and postdoctoral fellows beginning July 1 or September 1, 1993. The program provides social scientists, epidemiologists, psychologists, and psychiatrists with research skills in psychiatric epidemiology. Postdoctoral stipends range from \$18,600-\$32,300 depending on years of postdoctoral experience. Predoctoral stipends are \$8,800. Application deadline: March 1. Contact: Training Coordinators, Psychiatric Epidemiology Training Program, 100 Haven Avenue, Tower III-20E, New York, NY 10032.

**The Commonwealth Fund and the Foundation for Health Services Research (FHSR)** invite faculty members interested in patient-centered care to apply to the Picker/Commonwealth Scholars Program. The program provides fellowships of approximately \$100,000 over a two-year period to individuals who are interested in establishing careers focused on the study of patient experiences with health care, their needs and expectations, and the responsiveness of health care providers in meeting patients' concerns. Up to five scholars will be selected annually. Applicants must be nominated by their institutions and briefly outline a two-year research agenda focused on patients' experiences with health care. The fellowship is to be used principally for salary support to enable the scholars to devote 50% or more of their time to the proposed research. The deadline for applications is February 15, 1993. Application materials must be obtained from FHSR at (202) 223-2477. For more

Continued on next page

**Funding, continued**

information contact: Robin Osborn, Associate Project Director, Picker/Commonwealth Scholars Program, 1350 Connecticut Avenue NW, Suite 1100, Washington, DC 20036; FAX: (202) 835-8972.

**Fellowship in Reproductive Health Policy.** Applications are being accepted for a two-year fellowship in a multidisciplinary program of advanced training and education designed to address the growing need for individuals with skills in reproductive health services and policy research and evaluation. Application materials are due by February 15, 1993, for the fellowship beginning September 1, 1993. The stipend will range from \$21,000 to \$30,000 per year. For background information and an application or to discuss questions about the fellowship, contact: Holly Wong, Center for Reproductive Health Policy Research, Institute for Health Policy Studies, University of

California-San Francisco, 1388 Sutter Street, 11th Floor, San Francisco, CA 94143-0936; (415) 476-3801.

**Indiana University:** Applications are invited from new and recent PhD's for postdoctoral fellowships in an NIMH-sponsored training program on Identity, Self, Role and Mental Health. The Program's purpose is to train researchers in contemporary theories of the self and contemporary multivariate methods, and to apply these to mental health 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, by February 15, 1993.

**Law and Social Science Foundation Program-National Science Foundation.** The Law and Social Science Program at the National Science

Foundation is continuing its special competition for research dealing with global perspectives on sociological studies. Proposals submitted to this initiative must be received at NSF by February 1, 1993. In addition to the 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-six 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 Susan O. White, Program Director, Law and Social Science, National Science Foundation, 1800 G Street NW, Washington, DC 20550; (202) 357-9567 E-MAIL: SOWHITTE@NSF.BITNET; FAX: (202) 357-0357.

**Law and Society Association Workshop for Graduate Students.** The Workshop will be held on May 25-26, 1993, immediately preceding the LSA Annual Meeting in Chicago. Applications are now being solicited from graduate students working toward a PhD and law students interested in an academic career. The Application consists of a curriculum vitae, a 1-2 page letter that includes year and current status in graduate program, a summary of dissertation and/or other research interests, and a very brief description of current or future teaching interests. Send four copies of complete application to: Kitty Calavita, Chair, 1993 Graduate Student Workshops, c/o Executive Office, Law and Society Association, Hampshire House, University of Massachusetts, Amherst, MA 01003. Applications should be received by February 15, 1993.

**Morris K. Udall Office of Technology Assessment (OTA) Congressional Fellowship Program 1993-94.** The Office

of Technology Assessment is seeking outstanding candidates from academia, business and industry, and the public sector for its Congressional Fellowship Program. Up to six Fellows will be selected for a one-year appointment in Washington, DC, usually beginning in September 1993. The salary range is from \$35,000 to \$70,000 per year, based on Fellow's current salary and/or training and experience. To request an application and guidelines, contact: Morris K. Udall Fellowships, Personnel Office, Office of Technology Assessment, Congress of the United States, Washington, DC 20510-8025. Applications and letters of reference must be received by February 1, 1993.

**Postdoctoral and Predoctoral Fellowships in Mental Health Services Research.** The University of California-Berkeley's School of Public Health, Program in Health Policy and Administration, and the School of Social Welfare offer a multidisciplinary training program funded by the National Institute of Mental Health, to promote the development of investigators who will focus their research on the organization, financing, and delivery of mental health services. Four predoctoral (\$8,800 stipend) and four postdoctoral (stipend ranging from \$18,600 to \$32,900) 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, University of California, Berkeley, CA 94720; (510) 642-4407. Application deadline: March 1, 1993.

**Postdoctoral Research Training: Family Risk, Resilience and Mental Health.** Three postdoctoral positions available, beginning June 1, 1993. Research training is supported by the National Institute of Mental Health. Competitive stipends commensurate with experience; minorities are encouraged to apply. For application materials and information contact: Jan Peterson, Program Secretary, Center for Family Research, 2625 North Loop Drive, Suite 500, Ames, IA 50010; (515) 294-5603. Applications close February 15, 1993. Early acceptance possible.

**Postdoctoral Research Training: Program on Alcohol and Work.** Opportunities for the enhancement of research skills on the broad subject of alcohol and work may be found at a postdoctoral research training program at the Institute for Behavioral Research, University of Georgia. The substantive content of the program is the relationship of alcohol use to work, defined broadly and including emphasis on workplace intervention strategies designed to deal with these problems. Appointment to the fellowship is generally for a single year. The amounts of the award per annum vary from \$18,600 to \$32,300. These awards are presently supplemented with substantial fringe benefit contributions. For further information contact: Paul M. Roman, Institute for Behavioral Research, 102A Barrow Hall, University of Georgia, Athens, GA 30602; (706) 542-6090. Include with your letter of intent a copy of your curriculum vitae.

**Social Science Research Council Program on International Peace and Security.** The Program on International Peace and Security of the Social Science Research Council announces a competition for grants to support small, topical workshops in 1993. These grants of approximately \$5,000 are available for workshops on topics that test established assumptions about peace and

**ICPSR Summer Program in Quantitative Methods of Social Research**

First session: June 28-July 23, 1993 Second session: July 26-August 20, 1993

**Quantitative Analysis of Crime and Criminal Justice Seminar**

Part of the ICPSR Summer Program, this four-week seminar will introduce participants to the major surveys sponsored by the Bureau of Justice Statistics (BJS), which are part of the holdings of the ICPSR National Archive of Criminal Justice Data. Through daily class meetings, instructor James P. Lynch, associate professor at American University, will focus on current theories and models being employed in criminal justice research. Computer-aided data analysis will be an integral part of the seminar. Participants will become familiar with studies that have used BJS data to address important issues in criminology. Enrollment will be limited to ten, and preference will be given to postdoctoral scholars who have prior methodological training. Applicants must show evidence of an intellectual interest and commitment to this substantive area and should include vitas with their applications. Stipend support for those admitted will be provided by BJS.

**Seminar dates:**  
July 26-Aug. 20,  
1993

**Sponsored by  
the Bureau  
of Justice  
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(BJS)**

**The  
ICPSR  
Summer  
Program in  
Quantitative  
Methods of  
Social Research**

offers the academic community a comprehensive, integrated program of studies in research design, statistics, data analysis, and social methodology. The program schedule is divided into two four-week sessions, with instruction organized in lecture, seminar, and workshop formats. Typical four-week courses include offerings on *Dynamic and Longitudinal Analysis*, *Regression Analysis*, *Dimensional Analysis*, *Time Series*, *Analysis of Variance*, "LISREL"-Type Models, *Categorical Analysis*, and *Rational Choice*. In addition, special workshops oriented toward specific datasets are offered in the curriculum. These include *Historical Analysis*, *Latino Research Issues*, *Using the 1990 Census*, and *The Study of Aging*. Also, one-week workshops are conducted on advanced topics such as *Logit and Log-Linear Models*, *Management of Machine-Readable Information*, and *Item Response/Measurement Theory*.

For more information or to obtain a Summer Program brochure and application, contact:

**ICPSR Summer Program, P.O. Box 1248, Ann Arbor, MI 48106, 313/764-8392**

sponsored by the Inter-university Consortium for Political and Social Research (ICPSR)

Continued on next page

security. Deadline for proposals: February 15, 1993. Do not submit proposals by FAX. For additional information contact: Program in International Peace and Security, Social Science Research Council, 605 Third Avenue, New York, NY 10158; (212) 661-0280; FAX: (212) 370-7896.

**Competitions**

**1993 Outstanding Scholarship Award.** This award is given to an author whose work makes a significant contribution to the sociological understanding of crime and/or delinquency. If you know a published work that you feel should be considered for this award, please send the author(s) name(s), the titles of the work, the publisher, the publication date, and a brief statement of why you believe this work deserves the Outstanding Scholarship Award to: Claire M. Renzetti, Department of Sociology, St. Joseph's University, Philadelphia, PA 19131; FAX: (215) 660-1688. Deadline for nominations is April 1, 1993.

**International Sociological Association Second Worldwide Competition for Young Sociologists.** The International Sociological Association (ISA) announces the organization of the second worldwide competition for young scholars engaged in social research. The winners will be invited to participate in the XII World Congress of Sociology which will take place in Bielefeld, Germany, July 1994. The winners' papers will be published in English, subject to editorial revision, in the ISA's journal *International Sociology*. Application deadline: April 1, 1993. For more information contact: 2nd ISA Worldwide Competition for Young Sociologists, Attention Veronica Stolte-Heiskanen, University of Tampere, Department of Sociology and Social Psychology, P.O. Box 607, 33101 Tampere, Finland; 358-31-156564; FAX: 358-31-156080; TELEX: 22263.0.

The Eastern Sociological Society is soliciting nominations for the second Robin M. Williams, Jr. Lecturer, who will serve during the 1994-95 academic year. The Lecturer is expected to be a sociologist of substantial scholarly accomplishment who can address a theme of broad import for an audience of students and faculty. The recipient of this honor will make as many as two visits to campuses in the ESS region during the term of his or her appointment and deliver a plenary lecture at the ESS meetings in 1995. An honorarium and travel expenses will be provided. The Williams Lectureship Committee will begin to review letters of nomination on March 15, 1993. Letters should be sent to: Richard Alba, Chair, Williams Lectureship Committee, Department of Sociology, SUNY-Albany, Albany, NY 12222.

**Mass Media**

**Eric Godfrey,** Ripon College, was a guest on a state-wide call-in program on *Wisconsin Public Radio*, October 21. He spoke on criminal justice policy as an issue in the Wisconsin senatorial campaign.

**William B. Helmreich,** City College of New York and CUNY Graduate Center, was the subject of a front page feature article in *The New York Times* Science Section on October 6, 1992, regarding his new book, *Against All Odds: Holocaust Survivors and the Successful Lives They Made in America*. (Simon & Schuster).

**John E. Farley,** Southern Illinois University-Edwardsville, was quoted in the Belleville (IL) *News-Democrat*, the

Edwardsville (IL) *Intelligencer*, and other newspapers concerning his NSF-funded research on earthquake preparedness in the Midwest. His research on racial housing segregation in the St. Louis area was reported in the St. Louis *Post-Dispatch*, the Alton (IL) *Telegraph* and various other newspapers. He was also interviewed on *KSDK-TV* (St. Louis) and quoted in various newspapers concerning his participation in a protest against a Ku Klux Klan rally held near Alton, IL.

**Kenneth Ferraro,** Purdue University, had his research showing that the faithful who practice their religion are healthier than those who do not appear in *USA Today* and subsequently broadcast on three nationally syndicated radio programs.

**William H. Friedland,** University of California-Santa Cruz, and his wife Joan were trapped for five days on Kauai as a result of Hurricane Iniki. Friedland prepared a detailed ethnography of what it is like to be trapped in a shelter and how the shelter organized

itself in the absence of other organization. The *Santa Cruz Sentinel* published the report in six episodes, September 30-October 5, 1992.

**Robert H. Lauer,** United States International University, was quoted in *The Atlanta Constitution* in an article on dual-career couples who have the same kind of career.

**John Sheldon Reed,** University of North Carolina, was quoted in the *New York Times* on the persistence of the culture of the South, and in an article reprinted by the *Atlanta Constitution* entitled "No Longer Just Whistling Dixie."

**Harold L. Shepard,** University of South Florida, was interviewed on problems of the elderly in the November 7, 1992, *Atlanta Constitution*.

**People**

**Adele Clark,** University of California-

San Francisco, is now Associate Professor with tenure in the Graduate Program in Sociology, and Adjunct Associate Professor in the Department of History and Health Sciences.

**Jon Darling** has been promoted to the rank of Professor at the University of Pittsburgh-Johnstown.

**Awards**

**Walter Carroll,** Bridgewater State College, received the Apple Award for outstanding contributions to teaching, from the New England Sociological Association at its November meeting.

**N.J. Demerath III,** University of Massachusetts-Amherst, and **Rhys H. Williams,** Southern Illinois University-Carbondale, won the 1992 Distinguished Article Award from the Society for the Scientific Study of Religion for their article, "Religion and Political Process in an American City."

**James A. Glynn,** Bakersfield College, became president of the California Sociological Association (CSA) at its Third Annual Meeting in San Diego.

**Abigail Halcli,** Ohio State University, was the 1992 recipient of the \$400 Sociologists' AIDS Network award for the best graduate student paper on an AIDS related topic.

**Linda Hamilton,** California State University-Dominguez Hills, was presented with the Outstanding Student Award by the California Sociological Association at its Third Annual Meeting in San Diego.

**William B. Helmreich,** City College of New York and CUNY Graduate Center, was awarded a grant from *The New York Times* Foundation to support the work of the City College Center for Conflict Resolution, which he directs.

**Donna Hess,** South Dakota State University, won the Annual Teaching Award at the annual meeting of the Great Plains Sociological Association.

*Continued on next page*

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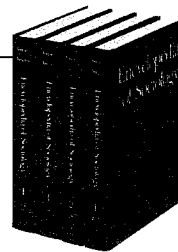
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## Awards, continued

**Caroline Hodges Persell**, New York University, has been named as the first Robin M. Williams, Jr. Distinguished Lecturer by the Eastern Sociological Society and will serve in the position for the 1993-94 year.

**Robert Liebman**, Portland State University, was the recipient of the Burlington Northern Faculty Achievement Award.

**Rela Geffen Monson**, Gratz College, is on a Skirball Fellowship for Senior Scholars in Jewish Studies this semester at the Oxford Centre for Postgraduate Hebrew Studies, and also has been elected a Vice-President of the Association for Jewish Studies.

**Joyce Rottschild and Terry Miethe**, Virginia Polytechnic Institute, received a \$5,000 grant from the Aspen Institute for their study, "Keeping Organizations True to their Purposes: The Role of Whistleblowing in Organizational Accountability and Effectiveness—A Three Sector Analysis."

**Linda Schneider**, Nassau Community College, was awarded a grant from Projects in Science and the Humanities, to develop multi-disciplinary general education curricula, integrating the sciences and the humanities, with emphasis on global perspectives.

**Kathy Tiemann**, University of North Dakota, won the Service Award at the annual meeting of the Great Plains Sociological Association.

**Linda A. Teplin**, Northwestern University, has received the American Psychological Association's 1992 Award for Distinguished Contributions to Research in Public Policy.

## New Books

**Berch Berberoglu**, University of Nevada-Reno, *The Political Economy of Development: Development Theory and the Prospects for Change in the Third World*

(State University of New York Press, 1992); and *The Legacy of Empire: Economic Decline and Class Polarization in the United States* (New York: Praeger, 1992).

**T.L. Brink**, Crafton Hills College and Iberoamerican University (editor), *Hispanic Aged Mental Health* (The Haworth Press, 1992).

**Adele Clark**, University of California-San Francisco, and **Joan Fujimura**, Harvard University (editors), *The Right Tools for the Job: At Work in the 20th Century* (Princeton University Press, 1992).

**Russell L. Curtis, Jr.**, University of Houston, and **Benigno E. Aguirre**, Texas A&M University, *Collective Behavior and Social Movements* (Allyn and Bacon, 1993).

**N.J. Demerath III**, University of Massachusetts-Amherst, and **Rhys H. Williams**, Southern Illinois University-Carbondale, *A Bridging of Faiths: Religion and Politics in a New England City* (Princeton University Press, 1992).

**John Foran**, University of California-Santa Barbara, *Fragile Resistance. Social Transformation in Iran from 1500 to the Revolution* (Westview, 1993).

**Baruch Kimmerling**, The Hebrew University, and **Joel S. Migdal**, University of Washington-Seattle, *Palestinians: The Making of a People* (The Free Press, 1992).

**William F. Powers**, Suffolk Community College, *Free Priests: The Movement for Ministerial Reform in the American Catholic Church* (Loyola University Press, 1992).

**Carl Slawski**, California State University-Long Beach, *Social Psychological Theories: A Comparative Systems Handbook for Students*, second edition (Ginn Press, 1992).

**Philo C. Washburn**, Purdue University, *Broadcasting Propaganda: International Radio Broadcasting and the Construction of Political Reality* (Praeger, 1992).

**Paul Zopf**, Guilford College, *Mortality Patterns and Trends in the United States* (Greenwood Press, 1992).

## New Publications

**UCINET IV** is a menu-driven, easy to use, MS-DOS program for the analysis of social networks and other proximity data. The program contains dozens of network analytic routines, including measures of centrality, clique detectors, blockmodeling, matrix regression, and much more. In addition, the program provides multidimensional scaling, cluster analysis, correspondence analysis, matrix algebra, data transformation routines, and file management. The program has on-line help, and is accompanied by a 50-page User's Guide and a 200-page Reference Guide. UCINET IV was written by S.P. Borgatti (South Carolina), M.G. Everett (Thames Polytechnic), and L.C. Freeman (University of California-Irvine). It is distributed by Analytic Technologies, 306 South Walker Street, Columbia, SC 29205; (803) 771-7643. The professional version is \$75 (plus \$5 shipping). A student version is available for \$29 (plus \$5 shipping).

*Simple Justice*, a two and one-half hour docudrama that recounts the 20-year legal strategy and social struggle that ended in the U.S. Supreme Court's Brown v. Board of Education of Topeka ruling, premieres on public television Monday, January 18, at 8 p.m. (check local listings). A four-page lesson plan for high school teachers is available to accompany the program. Send a check for \$1 payable to WGBH to Simple Justice Lesson Plan, Box 2222-SJ, South Easton, MA 02375. The program may be taped and used for educational purposes for up to seven days after broadcast. Videotapes of the program are available from PBS Video, 1320 Brad-dock Place, Alexandria, VA 22314-1698; (800) 424-7963.

*The Urban Underclass Database*. The Social Science Research Council (SSRC) is pleased to announce the availability of the Urban Underclass Database, a consolidated public use database containing a wide range of measures on poverty, employment, health, crime, and related indicators in the nation's 100 largest cities. The database is sponsored by the Council's Committee for Research on the Urban Underclass with funds provided by the Rockefeller Foundation. For additional information contact: Andrea Bohlig, Technical Research Specialist, Kenan Institute of Private Enterprise, Kenan Center, CB# 3440, University of North Carolina-Chapel Hill, Chapel Hill, NC 27599-3440; (919) 962-8201.

## Summer Programs

**University of Georgia Second Annual Summer Workshop in Fieldwork Methods**, June 18-July 19, 1992, Athens, GA. This National Science Foundation-supported program provides advanced training in field work methods, combining seminar-type sessions with field work in the Athens area, carried out under the guidance of a faculty mentor. The workshop is limited to 15 participants. The program is open to graduate students, postdoctoral scholars, and faculty. We anticipate awarding 12 stipends, available only to graduate students. Stipends provide \$1,000 in travel/living costs and a waiver of the \$500 workshop fee. Application deadline is March 15, 1993. For further information and an application form, please contact: Linda Grant, Workshop Director, Department of Sociology, Baldwin Hall, University of Georgia, Athens, GA 30602; (708) 542-3228 or 542-2421; E-MAIL: LGRANT@UGA (Bitnet) or LGRANT@UGA.C-C.EDU. (Internet).

## Other Organizations

The **American Association for the Advancement of Science** will include a special session on Socioeconomic Data Needs for the 21st Century. Panelists include Phyllis Moen, Tim Smeeding, Duane Alwin, Nancy Tuma, Robert Gordon, Robert Summers, Ariel Pakes, Arne Kalleberg, Zvi Griliches, and James Coleman. The panel is scheduled for 8:30 a.m. on Saturday, February 13, 1993, in Boston. For more information contact AAAS, 1333 H Street NW, Washington, DC 20005.

The **Behavioral and Social Scientists group** of the National Association of Scholars involves a sizeable number of sociologists. For a statement of purpose, information on meetings and publications, and other information, contact: Dan McMurray, President, P.O. Box 116, Middle Tennessee State University, Murfreesboro, TN 37132.

The **Society for Applied Sociology** invites applications for membership. Membership includes a quarterly newsletter, *The Useful Sociologist*; our journal, *The Journal of Applied Sociology*; an excellent annual meeting (1993 in St. Louis, Missouri—get a call for presentations); national networking, as well as discounts on *Social Insights* magazine. Contact: Sam Sloss, Administrative Officer, Society for Applied Sociology, Micro Support Services, 1117 E. Spring Street, New Albany, IN 47150; (812) 944-1826; FAX: (812) 944-1843.

The **Organizational Behavior Division of the Academy of Management** announces its call for nominations for its "Outstanding Publication in Organizational Behavior Award." The award will be presented to the authors of a publication appearing during the 1992 calendar year in a recognized outlet generally available to division members. The award is given for the most significant contribution to the advancement of the field of organizational behavior. Recipients of the award need not belong to the Academy of Management. Each Academy of Management member may nominate one publication for the award, but no member may nominate more than one publication. Nominations should be made in writing and must include a rationale justifying receipt of the award by the nominee(s) and a full bibliographic citation of the nominated work. Self nominations will not be accepted. Material must be postmarked no later than March 30, 1993. Send nominations to: Arthur B. Brief, OB Program Chair-Elect, A.B. Freeman School of Business, Tulane University, New Orleans, LA 70118-5669.

**People in the San Francisco Bay Area** who are interested in receiving information about a Biotechnology in Society Lecture and Seminar Series at University of California-San Francisco from January through March should contact Adele Clark, (415) 476-0694, aclarke@ucsfvm, or (415) 476-1253 (fax).

**World-Systems Electronic Conferencing Network**. There is a new transnational and transdisciplinary e-mail network for scholars and researchers who are studying world-systems or other topics relevant to the world-systems perspective. Its purpose is to facilitate the sharing of information about research, data, publications, announcements, meetings, syllabi, commentary, book reviews, and scuttlebutt. The name of the world-system network is WSN, and you can subscribe to it by sending the simple message "subwsn" to mailserver@csf.colorado.edu. Messages to the network should be sent to wsn@csf.colorado.edu. Connected with WSN is an ftp archive (wsysnet). This archive will be located at Boulder in csf. The archive is for sharing more permanent announcements, documents,

syllabi, data sources, essays, and book reviews. For more information about using ftp in connection with csf, send mail to csferv@csf.colorado.edu and place the commands "help" and "help ftp" in the message proper.

## Contact

If you are involved in community-based, grass roots, participatory research, please send a description of your activities to: Randy Stoeker, Department of Sociology, University of Toledo, Toledo, OH 43606. He is compiling a set of case studies about sociologists engaged in such work.

Does anyone know of a general-interest bulletin board on e-mail for sociologists? Please send any information to: James G. Carrier, 29 University Circle, Charlottesville, VA 22903; (804) 971-2983; E-MAIL: JGC5@VIRGINIA.EDU.

We are very pleased to have an excellent set of papers presented at the recently held International Conference on Applied Demography, Bowling Green, OH. We would like to bring out the proceedings volume as soon as possible. We have more than 40 papers and need your help in reviewing these contributions. If you would like to help us in this review process, please contact me as soon as possible. The articles are in applied research and would be interesting reading for traditional demographers and non-demographers as well. Contact: K.V. Rao, Sociology, Bowling Green State University, Bowling Green, OH 43403; (419) 372-7240; FAX: (419) 372-8306; E-MAIL: adconf92@gandybg-su.edu or adconf92@gandy.bitnet.

Do you have a list of famous people who have received their BAs in sociology? We are looking for this information to attract students in our department, and to general information. Please send any information to: Sue McLaughlin, Administrative Assistant, Department of Sociology, University of Maine, Orono, ME 04469; (207) 581-2383; E-MAIL: SUEMCL@MAINE. Also, please send a copy of any information to: American Sociological Association, 1722 N Street NW, Washington, DC 20036, Attention: Carla Howery.

## Deaths

**Jacob G. Franz**, formerly of University of Maryland-College Park, died November 19.

**James W. Longest**, University of Maryland-College Park, died November 12.

## Obituaries

**Charles M. Grigg (1918-1992)**

Charles M. Grigg died October 15 at his home in Tallahassee, after a long struggle with heart disease and lung cancer. He was Professor Emeritus of Sociology at Florida State University, which was his academic home for 34 years.

A native of Richmond, Virginia, during World War II he served as an officer in the Army Air Force. Following discharge from the service, he earned a degree at the College of William and Mary and MA and PhD degrees from the University of North Carolina at Chapel Hill. He taught at Brown University for three years before moving to Tallahassee in 1955.

Professor Grigg was the primary mover in the development of social science research at Florida State, establishing the Institute for Social Research and

Continued on next page

### THE AARON DIAMOND FOUNDATION POSTDOCTORAL RESEARCH FELLOWSHIPS

*In the Biomedical and Social Sciences*

In 1993, The Aaron Diamond Foundation will support 25 postdoctoral research fellowships—to encourage excellence in research addressing the problems of AIDS and drug abuse and to increase the number of biomedical and social scientists working in New York City on these problems. The fellowship program is administered by the New York State Health Research Council, aided by a panel of distinguished scientists comprising the Fellowship Selection Committee.

The fellowship application is co-developed by the potential fellow and a mentor at a New York City institution. A list of nearly 200 established scientists interested in serving as mentors is included in the application materials; although applicants may apply with any qualified New York City scientist.

Support is provided for two years; a third fellowship year may be awarded upon subsequent application. The annual stipend is \$36,000 in the first year; the mentor's institution receives \$30,000 per year to cover costs associated with the fellow's research.

Preference is given to: (1) those with doctoral degrees awarded after 1986 (generally MDs must have completed their residency, while applicants with non-medical degrees may initiate the fellowship immediately after graduation); (2) applicants early in their careers, with three or fewer years of postdoctoral research experience; (3) those who are relocating to New York City; and (4) U.S. citizens or permanent residents. Women and members of minority groups are especially encouraged to apply.

**APPLICATION DEADLINE: JULY 30, 1993**

**FURTHER INFORMATION:**

Margaret Brown, Ph.D., Program Director  
The Aaron Diamond Foundation Postdoctoral Research  
Fellowship Program  
5 Penn Plaza, Room 308  
New York, NY 10001  
(212) 613-4525



## Obituaries, continued

gaining external financial support for a number of multi-disciplinary research and training programs. He was a strong advocate of quantitative approaches to sociology and brought one of the first programmable IBM business machines to the University.

His scholarly work was far reaching and included publications on population, higher education, occupations, and political science. But over the years his primary focus was upon race relations and disadvantaged populations. At the beginning of the civil rights movement he and Lewis Killian published a book on race relations which attracted wide attention, and throughout the 1960s and 1970s Professor Grigg continued to work at improving relations between the races.

As a consultant to the U.S. Community Relations Service he moved in and out of a number of southern communities and institutions, and had a significant impact upon race relations through service on the Southern Regional Council and the Southern Education Foundation.

To work closely with Charles Grigg was to feel that he was everywhere and involved in everything. He had a number of graduate students who were devoted to him. At various times he was an Associate Dean, a member of the Faculty Senate, on the Athletic Committee, coaching the church basketball team, a member of the Democratic Executive Committee, President of the Southern Sociological Society.

Throughout his career Dr. Grigg was committed to involvement in the issues of the day and a belief that sociology had much to contribute to the search for social justice.

His involvement in the community continued after retirement from Florida State University. He was appointed to the Pepper Commission on Aging and to the Florida Department of Elder Affairs Task Force. He lobbied for the American Association of Retired Persons and served on state health care cost containment boards.

In this day of hype about family values, Dr. Grigg would have found himself in a good place. The Republican party would have loved to have had him in the audience at the convention, with footage showing him baking the family celebrated carrot cake, on the sidelines at every athletic event or dance recital involving his children, always there cheering them on.

He is survived by his wife Virginia Caffee Grigg, sons Meade, John, and Joseph, daughter Ruth, and grandchildren.

Kent S. Miller, Florida State University

### Gordon Shipman (1901-1992)

Gordon Shipman, 91, a state parole/probation agent during the Depression and later chairman of the sociology department at the University of Wisconsin-Stevens Point, died Wednesday, April 22, 1992, at Fairhaven Retirement Home in Whitewater, WI.

Memorials have been established for the University of Wisconsin-Stevens Point Foundation for scholarships in sociology and the Fairhaven Retirement Home.

Shipman handled probation/parole duties in Portage, Wood, and Waushara counties, with headquarters in Wisconsin Rapids, from 1934 to 1946. In 1966, he returned to the area as chairman of the department of sociology at UW-SP, retiring in 1971.

He was active here in causes advancing social and economic justice. Largely on the strength of his anti-Vietnam War activity, he was elected a delegate to the 1968 Democratic National Convention in Chicago in support of Eugene McCarthy. Shipman served several

terms on the executive committee of the Portage County Democratic Party.

Marriage and family were his academic specialties. When he was past 80, he completed a 370-page "Handbook for Family Analysis," which was published by Lexington Press.

Shipman was born April 19, 1901, in Manawa to Harry and Margaret (Niven) Shipman. He grew up in Manawa and graduated from Oshkosh State Normal School with teaching certification in 1922.

He did graduate study at UW-Madison, completing his PhD in 1932. While working on his doctorate, he was named a Carnegie Fellow in International Law and was involved in special study at Columbia University in New York City. He also had brief teaching stints at the University of Nebraska and the University of Arkansas.

College-level teaching jobs were almost nonexistent during the Depression, so Shipman pursued parole work. After 12 years, he had obtained an appointment at Shurtleff College in Illinois. After three years there, he joined the Milwaukee State Teachers College in 1949 and remained for 17 years before coming to Stevens Point.

He became a leader in several professional societies, including the Wisconsin Family Life Association, which he founded.

He was married to Agnes Vanneman, a native of Clifton Forge, VA, on July 20, 1928.

Survivors include three daughters, Margaret Cooper of Alexandria, VA, Anne (Kurt) Pasch of Anchorage, Alaska, and Eleanor (Jack) Lucas of Eau Claire; seven grandchildren; and one sister, Constance Reger, also of Fairhaven Retirement Home in Whitewater.

Submitted by faculty, UW-Stevens Point

### Charles B. Spaulding (1908-1992)

Charles Spaulding, Emeritus Professor of Sociology at the University of California, Santa Barbara (UCSB), passed away on June 22, 1992, after a brief illness. Charles was born in Aberdeen, Washington, in 1908. He completed his undergraduate and graduate degrees at the University of Southern California and held faculty and administrative positions at Whittier College prior to coming to UCSB.

Charles' affiliation with UCSB spanned four decades. When he arrived in 1952, the campus had a mandate to become an outstanding small liberal arts college within the University of California system. As chair of the interdisciplinary department of social sciences in the late 1950s, Charles was a key player in that effort.

Charles became Dean of the Division of Letters and Science just as the Santa Barbara College campus was making the transition to becoming a full-fledged UC campus. Again, he played a leadership role, this time in laying the groundwork for separate departments and graduate programs within the social sciences, humanities, and the arts.

In 1961, Charles became chair of the new Department of Sociology and Anthropology. When he stepped down in 1964, he had put in place the plan for hiring 10 new faculty members to build the new graduate program in Sociology.

While he returned to full time teaching and research in the new department of sociology, he continued his efforts on behalf of the campus, serving as a special assistant to the Vice-Chancellor for six years. At the height of campus tension over the Vietnam War, Charles chaired the Academic Senate Special Committee on War-Related Activities and Classified Research. In that role, he argued forcefully that secret research ran counter to the basic

premise of free and open access to information in the academic community.

Charles wrote recently that he regarded himself as a "general practitioner" in sociology. But to him, that meant much more than being a generalist in teaching and scholarship. It also involved a deep commitment to public service. An expert in industrial relations, Charles worked for more than two decades as a private labor-relations arbitrator. He also applied his talents as a member of the Regional War Labor Board during World War II and as enforcement commissioner for the Wage Stabilization Board during the Korean War.

Charles' research in industrial relations focused on how to structure union-management relations so that they are mutually beneficial to workers and employers. Decades before the ideas became fashionable in leading business schools, Charles wrote and lectured about the importance of worker autonomy and participation in the quality of work life and organizational effectiveness.

Charles' commitment to public service was also evident in his work on the sociology of the family. Charles had a sophisticated understanding of the complex relationship between social structure, family arrangements, and

social problems. He brought that knowledge to his work on the California Advisory Committee on Mental Health, serving under appointments from Governors Warren and Knight. Charles also frequently spoke to community groups on the topic of changes and tensions within the family.

Charles was a person of extraordinary talents and accomplishments, but he would be the last person to tell you so. He was a gentle person, encouraging and supportive of his colleagues, his students, and the staff members with whom he came into contact. All of us who knew him at UCSB will remember his grace, his wit, his charm, and the unmistakable sparkle in his eye when he strode the hallways of the Sociology Department; we miss him greatly. His legacy continues, however, with the Charles Spaulding Research Prize which was established at the time of his retirement in 1975 by friends, colleagues, and students in recognition of his service to the University of California. The prize acknowledges outstanding research accomplishment by a sociology graduate student at UCSB. Over the years, this fund has provided for a small award to an individual chosen by her or his peers for work which was evaluated on the basis of originality, thoroughness of research, methodological rigor, and relevance to a body

of sociological import. In the past year, the fund supported a mini conference where all graduate students presented their work.

Charles is survived by his wife, Ruth, and their children, Robert Emerson and Sharon Laura (Finnigsmier), seven grandchildren, and eight great-grandchildren.

William T. Bielby  
University of California-Santa Barbara

## 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 Toher, PhD, Suite 308, 703 Ninth Street, Durham, NC 27705; (919) 286-5584; Bitnet DIMES@DUKEMVS.

**I'll bring out the best in your book or paper.** Expert editing for style, clarity, meaning. Twenty years' experience, including several ASA journals, *Justice Quarterly*, *Demography*. Karen Feinberg, 5300 Hamilton Avenue, #1704, Cincinnati, OH 45224; (513) 542-8328.

## SHARE YOUR TEACHING MATERIALS

Although the current list of available teaching materials is impressive, it represents only a portion of the potential universe of materials. Furthermore, items are constantly under revision to update readings and bring new ideas for instructional techniques. Consequently, you are cordially invited to send your materials to the TRC for consideration as a possible product. Your ideas and suggestions for products and services as well as your reactions to existing product and services are also solicited.

At the present time, the following products are under development. If you have pertinent materials, please contact the individuals listed below. Please do not write requesting the product; when materials are finished, they will be publicized in *Footnotes* and distributed through the Teaching Resources Center.

Many of the items listed below are syllabi sets. Editors of those packages are interested in course syllabi, class exercises and assignments, examinations and evaluation instruments, computer software and film reviews, and essays on pedagogical challenges and opportunities involved in teaching particular courses. Don't be shy or modest—your teaching materials may merit greater professional visibility and recognition. Please send in your ideas today!

**Strategies for Effective Undergraduate Advising in Sociology** (revision): Martha McMillian, Director, Academic Services, Oklahoma State University, Stillwater, OK 74074; and J. Michael Brooks, Director, Academic Services, Texas Christian University, Fort Worth, TX 76129.

**Guidelines for Assessing Your Sociology Program** (revision): Charles S. Green III, University of Wisconsin-Whitewater, Whitewater, WI 53141.

**Capstone Courses:** Ted Wagenaar, Miami University, Oxford, OH 45056.

**Comparative Historical Sociology** (revision): David Smith, University of California, Irvine, CA 92717.

**Teaching Sociology in the Community College:** Maria I. Bryant, Charles County Community College, Box 910, Mitchell Road, La Plata, MD 20646-0910.

**Using Fiction in Teaching Sociology: An Annotated Bibliography:** Su Epstein, University of Connecticut, Storrs, CT 06268.

**Using Films in Teaching Sociology** (revision): Diana Papademas, SUNY-Old Westbury, 3 Anchorage Lane, #7B, Oyster Bay, NY 11711.

**Curriculum Materials for Sociology of the Future:** Nancy Wendlandt Stein, Normandale Community College, Bloomington, MN 55431.

**Teaching Sociology in the High Schools:** Betty Robinson, Lewiston-Auburn College, 51-55 Westminster St., Lewiston, ME 04240.

**Syllabi and Instructional Materials for Sociology of Law** (revision): James Tallon, St. Olaf College, Northfield, MN 55057.

**Teaching about the Life Course:** Timothy J. Owens, Indiana University, Indianapolis, IN 64202.

**Syllabi and Instructional Materials for Qualitative Methods** (revision): Kenneth Stoddard, University of British Columbia, 6303NW Marine Drive, Vancouver BC, CANADA V6T 2B2.

**Simulation/Gaming and the Teaching of Sociology** (revision): Richard L. Dukes, University of Colorado, PO Box 7150, Austin Bluffs Parkways, Colorado Springs, CO 80933; and Sandra Matthews Songware: **Using Popular Music in Teaching Sociology.** (revision) David Walczak and Monica Reuter, University of Maryland, European Division, Unit 29216, APO AE 09102.

**Techniques for Teaching Sociological Concepts:** Edward Kain, Southwestern University, Georgetown, TX 78626.

**The Undergraduate Sociology Curriculum:** Jess Enns, Kearney State College, Kearney, NE 68847; John Seem, Viterbo College, LaCrosse, WI 54601; and Jack Harkins, College of DuPage, Glen Ellyn, IL 60137.

**Teaching Effective Writing in Sociology Courses:** Keith Roberts, Hanover College, or Marjorie Kinney, Department of English, Bowling Green State University, Bowling Green, OH 43403.

**Writing across the Curriculum:** William E. Knox, University of North Carolina, Greensboro, NC 27412.

All addresses are "Department of Sociology" unless otherwise noted.



## TEACHING WORKSHOPS

### *Outcomes Assessment for Undergraduate Sociology*

**DATES:** February 5-7, 1993

**LOCATION:** Tempe, Arizona

**STAFF:** William Johnson, Arizona State University; Carla Howerly, American Sociological Association; Steven Sharkey, Alverno College

**PARTICIPANTS WILL:**

- review aspects of the national assessment movement as a context for improving undergraduate sociology teaching and curriculum development
- explore various approaches to defining and implementing outcomes assessment in individual courses and across the department
- discuss some successful assessment experiences in sociology from around the country
- work on specific assessment plans or instruments for their own settings
- discuss the role sociologists can play in outcomes assessment work locally and nationally

### *Teaching Techniques and Strategies: How to Revive the Classroom*

**DATES:** February 26-28, 1993

**LOCATION:** Cincinnati, Ohio

**STAFF:** Hans Mauksch; Edward Kain, Southwestern University; John Schnabel, West Virginia University; Vaneeta D. Andrea, Oxford Centre for Staff Development

**PARTICIPANTS WILL:**

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

**FOR ADDITIONAL INFORMATION CONTACT:**

Jeanne Ballantine  
ASA Field Coordinator  
Department of Sociology  
Wright State University  
Dayton, OH 45435  
(513) 873-3145

## *Distinguished Publication Award*

The ASA Award Committee for a Distinguished Publication is gearing up for its work in selecting the 1994 recipient of this major award. Readers of *Footnotes* may recall from the October 1992 issue that James S. Coleman's book, *Foundations of Social Theory*, was selected for 1992. The 1993 winner will be announced soon. Members of the Committee have begun their work and ask readers of *Footnotes* for their help regarding nominations of books to be considered.

The Distinguished Publication Award is a major ASA tribute. The guidelines state that any book published between 1991 and 1993 is eligible. All nominations should include the name of the author (s), title of book, date of publication, publisher, and brief statements from two (differently located) sources as to why the book should be considered. Self-nominations are both acceptable and commonplace.

The Committee will begin reviewing books early in the new year. Please help bring this major award to the attention of all colleagues in the profession, encouraging nominations in accord with the ASA guidelines sketched above. Nominations should be forwarded by January 20, 1993, to Lionel A. Maldonado, Chair, ASA Distinguished Publications Committee, c/o Ethnic Studies, California State University-San Marcos, San Marcos, CA 92096.



## *Give an Asa Gift Membership*

Are you looking for a way to acknowledge a student's graduation, a dissertation well done, acceptance into graduate school, or another accomplishment? Consider giving an ASA student membership. For only \$31, the student member will receive *Footnotes* and *Contemporary Sociology*, as well as the other benefits of membership in the national association. Students will learn about and feel a part of their chosen profession. To make a gift membership, send the students' names and addresses and a check for \$31 for each gift, to: ASA, 1722 N Street NW, Washington, DC 20036.

If a student is already an ASA member, consider giving a copy of *Passing on Sociology*, an excellent book about teaching our discipline. This book, written by Charles A. Goldsmit and Everett K. Wilson, is the book to have as a student takes on a TA assignment or the first faculty job. To order a gift book, please send the students' names and addresses and a check for \$17 for each book, made out to the Teaching Resources Center. Another option is a gift of the *Cumulative Index of Sociology Journals*. For \$40.00, students will have a useful reference document for their careers in research, teaching, and practice.

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## *ASA Advantage*

### The ASA Honors Program

The ASA Honors Program, now in its 19th year, brings undergraduate and graduate students to the ASA Annual Meeting to study it as a laboratory experience. During their five days at the meeting, students meet with ASA officers and staff, with well-known sociologists, and with representatives from a variety of sociological organizations and specialties, all to learn more about their chosen profession. They attend many sessions and the ASA business meeting, as well as a special reception in their honor. Students write up their reflections on what they have observed. Students may arrange to receive independent study credit for their work. The Program's success is reflected in its alumni organization, the Honors Program Student Association, and the many fine sociologists who got hooked on the profession via the Honors Program. For more information, write to the Program Director: David Bills, College of Education, University of Iowa, Iowa City, IA 52242; (319) 335-5366.

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1995--August 19-23  
Washington Hilton & Towers  
Washington, DC