New Section on Sociology of Culture

By Ellen Berg (part two in a series on new sections)

"You haven't met me, but I have purple hair, never bright colors, and want everything to be nice. I want the sociology of culture to be a vital part of ASA. [As a Gupta, Section Organizer]"

Vitality is one hallmark of this new section, and diversity is another. There are not only legal and academic salient of the field vitality, and personal vitality helps the members master diversity. Richard Peterson, the section's Chair, approves the overarching term "the sociological realm of social life" to convey the diverse interests of sociologists of culture. Under this rubric I have found sociologists whose focus is: (1) the arts (high and popular)—and art worlds, (2) literature—and its readers and critics, (3) the media—and its audience, (4) the value system—historically and currently, and (5) ideologies. Also included are sociologists interested in the politics, economics, religions, and science of culture—as well as those interested in the politics of culture, economics, religion, science. In the brief overview of the field which follows, I will comment on work in the areas of (1) history and methodology, (2) empirical research, and (3) teaching. In each case, I will note the contributions of individuals whose work is characteristic of the vitality and diversity of the sociology of culture.

Theory and Methodology

Just as the objects of interest to sociologists of culture are diverse, so too are the theories which undergird their analyses. Richard Peterson has written a paper which helps sort through this complexity and explain what is on the cutting edge now. This paper on the diversity of the field celebrates its vitality in its title: "Revitalizing the Culture Concept." The revitalization to which Peterson refers consists of a shift of interest from culture as a set of value commitments which give rise to norms, to a focus on elements of expressive culture (artifacts or products of culture). While Peterson clearly approves of this new, revitalizing tendency, he cautions against bifurcating the field. The diversity which is to be found in the new section indicates that this has not happened; it includes members who are principally concerned with the sociology of culture, page 6.

The resource book will also include successful models of programs in practice-related areas at the BA, MA and PhD levels as people will have more time to develop and attempt to implement them. As we move forward with explicit training, the profession now developing the programs for help current cohorts succeed with such training. Carefully constructed programs with explicit objectives are essential and this handbook will give a slice of that.

The PD program will be co-sponsored with workshops on consulting, job hunting, and getting in the media, at the mid-year meeting of the Sociologists for Women in Society. February 27-March 1 in Philadelphia. I will also be attending the Midwest, Eastern, and Eastern Sociological Meetings this spring.

There, as noted, are our top priorities and activities. We will also pursue a number of other activities and projects to the extent time and resources permit. I have been impressed with the dynamism and interest of many ASA members in the Professional Development Program. I want to emphasize that the Program is still in the process of formation, and we welcome your suggestions and participation.

No Petitions for Candidates Received

As of the deadline date, the Executive Office had not received any petition candidates for ASA offices. The March issue of Footnotes will contain complete information on candidates. Ballots will be mailed approximately May 15, 1987.
Bits 'n Pieces

Have you read Bill Whyte's essay on "The Uses of Social Science Research" in the August 1986 issue of ASR? And the piece by Robert Gawst on "Industrial Sociology" in January? There is also the letter to the Editor by George C. Zehler "Sociological Practitioners" in the January 1987 Focuses, inspired, says the writer, by Whyte's article in ASR.

The point they make is this: sociological useful, and more and more people are doing useful things with sociological knowledge. Indeed, sociology's utility is hardly new, but with the variety of ways that sociological knowledge has been used in society, it behooves us to take stock, and to speak out when challenged by colleagues from other disciplines or by business and political leaders. In the process, we may find new and better ways to communicate with our colleagues like George Fiske (see December 1986 Focuses, page 3) who feel isolated and alienated from those in academia.

In the forthcoming Focuses, Focuses will supplement shorter pieces the longer articles that are to be expected in ASR and now also in the American Sociologist under the editorship of James McCartney of the University of Missouri. I hope to present one or two short pieces in every issue of Focuses; if you have something you'd like us to consider, send it along.

Meanwhile, to the Editor. Dr. Lois Lee, the California sociologist whose program to rescue children from prostitution called "Children of the Night" was featured on 60 Minutes, Sunday, January 11. We hope to have more on her and her program in a future issue of Focuses.

Another time running through Focuses recently has to do with sociology as a vocation and as sociology with a part of undergraduate education. The two parts are related insofar as under-graduate sociology programs may or may not be attracting some of the best and brightest to careers in sociology. Furthermore, there are many professionals who are hesitant to recommend sociology as a vocation to anyone. For example, a letter from Professor Fred Lynch of California State-San Bernardino informs me that the Santa Clara Department of Sociology received some 2000 applications for its single faculty opening in sociology in 1986. To Professor Lynch this is a proof positive that the labor pool is flooded and that in good conscience we should not be encouraging students to enroll or not enroll in our graduate programs.

At the same time, the most recent (1986) GRE scores reveal that sociology graduate students rank among the lowest in the social sciences in verbal, quantitative and advanced scores. While GRE scores are only one measure of quality, they provide a common base for comparison. If Professor Lynch is correct in his assessment, then we should worry not only that we are further enlarging the labor pool, but that we may be doing so with len the top flight talent.

But it is the case that our problem is a flooded labor pool? The ASA Employment Bulletin provides one measure of employment opportunities, and although it does not tell us the number of applicants, we can get some idea of the nature of the job market by comparing the number of job ads run in the Bulletin over time. Traditionally, the months of October, November and December provide the largest number of jobs. A comparison for those months for the years 1982-1986 shows the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>56</td>
<td>79</td>
<td>81</td>
</tr>
<tr>
<td>1983</td>
<td>79</td>
<td>82</td>
<td>89</td>
</tr>
<tr>
<td>1984</td>
<td>60</td>
<td>97</td>
<td>139</td>
</tr>
<tr>
<td>1985</td>
<td>43</td>
<td>99</td>
<td>129</td>
</tr>
<tr>
<td>1986</td>
<td>57</td>
<td>64%</td>
<td>116%</td>
</tr>
</tbody>
</table>

*Note: The number of new job openings has been steady for each of the three months within each year, and from year to year. Between 1982 and 1986 job openings increased by an average of about 65%.

A second measure of employment opportunities versus labor pool is found in the data from the annual meeting Employment Service. For the years 1982, 1985 and 1986, we have the following information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of applicants</th>
<th>Number of jobs advertised</th>
<th>Number of employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>53</td>
<td>8</td>
<td>47</td>
</tr>
<tr>
<td>1985</td>
<td>101</td>
<td>44</td>
<td>64</td>
</tr>
<tr>
<td>1986</td>
<td>79</td>
<td>9</td>
<td>68</td>
</tr>
</tbody>
</table>

Again, three has been a slow but steady increase in number of jobs and in the ratio of jobs to applicants.

Finally, we know that in the most recent, there have been about 525 Ph.D.s in Sociology each year. About 75% of them are for foreign nations who must return to their native countries. Thus, we have been graduat- ing about 450 new job candidates a year. A second measure of employment opportunities running about two percent a year, and at least 15,000 full-time sociology teaching positions, at least 300 teaching jobs a year are available just by replacement. But there has also been some expansion in academic positions, as supposed by the above data.

But there is also the growing job market in business, government, and nonprofit organizations. About 2000 ASA members are located in these occupations, while it is estimated that there may be as many as 3000 employed. We see and hear about jobs being available almost daily, but have no hard figures.

With college enrollments projected to increase during the decade of the 1990s and the percentage of retirees growing slowly for the next decade, and then rising rapidly in the early decades of the 21st century, the job market prospects for sociologists seem to be brighter for the future than they have been in the past ten years. The new baby boomlet will begin to have its impact on college enrollments within five years. Furthermore, it is estimated that less than 40% of college-enrolled working young people are enrolled, if conditions arise that draw them into the college pool, enrollments will be further stimulated. With women, minorities and those becoming a larger share of the college pool in the future, the problem is not lack of enrollments.

Many departments are reporting positive experiences in enrollment trends similar to the story written by Marwells Wisconsin (December 1986 Focuses, page 3). In brief, despite problems, sociology is alive and well on many campuses, large and small. My reading of the evidence leads me to assert that if you find bright, talented undergraduate students interested in sociology as a vocation, you may in good conscience tell them about the opportunities as well as current problems, reminding them especially that the market they will be entering in the mid-1990s shows considerable promise in and out of academia.

Academics at the same time, are being forced to ask themselves if we are doing enough to recruit talented people who will be moving into important positions in business, government and academia during the first decade of the 21st century.

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Pierson Honored by Brazilian University

For his extensive role in helping build up the social sciences in Brazil during a pioneer period, Donald Pierson has been granted the degree of Doctor honoris causa by the University of Bahia. He and young Brazilians whom he trained while engaged in research in the field, in addition to class work, have published several volumes of research in Brazil and elsewhere. His text on Research and Theory is now in its second and 18th revised edition.

Meanwhile, a younger generation in Brazil has been interested in the history of the social sciences in their rapidly developing country. Pierson has guested his papers for their archives in connection with other papers and other pioneering activities, including a translation, an editing, and a publishing program in Sao Paulo covering a few years, the organization and distribution of graduate work in this field for the first time in Brazil (1941); the stimulation, by way of correspondence and the distribution of micrographed and published materials, of students in other parts of the country who were becoming interested in the social sciences, but unable to obtain the desired training in their own communities; and the funding of much of this work with the assistance of some organizations in the United States, whose interest has been sustained at all times. In consideration of the still ongoing effects of some of these varied activities, the editors of The International Who's Who of Contemporary Achievement, published in Cambridge, England, have listed Donald Pierson in their latest edition.

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Get Yourself Some Press Coverage

by Carla B. Hairsty

I'm haunted by Eric Severid's conclusion that "sociology is slow journalism." I won't go on to write a soap box to this audience to argue that sociological knowledge deserves the insight that goes beyond normal journalism. That case has to be made to the press and with the ASA Executive Officer's efforts (described in January Footnotes), sociologists around the country need to demand the same level of treatment as seen in the multi-pronged "Save Our Jobs" campaign.

The Obligation to Work with the Press

From where I sit, I argue that sociologists have the obligation to disseminate their work to the public, via the press, for a number of reasons. The most compelling is that we have something to say. Sociologists cannot answer all questions and solve all social problems, but we can inform the discussion on almost any issue. I think of an excellent op-ed piece written by Theodore C. Wagner, Managing Editor, for the Baltimore Sun in which he described the organizational and decision making problems involved in the space shuttle tragedy. Solid rock- et boosters and O-rings are not the whole story, he explained; the space program is plagued by an excessive number of human factors. We cannot sell ourselves short by keeping these insights to ourselves, within our classrooms, journals and technical reports. We must share our knowledge and claim credit for it.

Much of our work is funded from public sources. We can extend the mandate for dissemination to include the public as well as scholarly audiences. Good work should speak for itself; its worth should be evident to taxpayers, legislators, and grant givers.

All of us are quite capable of translating our work for the general public. Some of us teach introductory sociology, what more competent can one teaching the course. In such settings we have large groups of students with varying backgrounds, skills, and levels of motivation. We try to convey complex scientific information to a lay audience. The readings of our local newspaper or listeners to radio and television are not fundamentally different from this heterogeneous student group.

Others among us write technical reports or work for clients and summarize complex statistical findings and vast searches of literature in a few pages of text, or in ten minutes before a board of directors. Skills in this type of transla-

tion are directly applicable to writing articles for newspapers and magazines and figuring out how to summarize two years of work in the time frame of a talk show.

At the bottom line, if I have not convinced you of a calling to share your work and your ability to do so competently, let me put this thought into your head. Someone else, possibly with wider credentials and less solid information, will serve as the expert for your press release. The story will get written anyway, with or without sociologists' input. Why not pick and choose several places to lend your commentary that will reflect well on sociology, as well as you and your employer, and win the public.

Practical Steps for Working Effectively with the Media

Many of us consult with the media, as evidenced in Footnotes' "Mass Media" column. For those starting out, here are some tips to make that experience a positive one.

1. Cultivate a small list of good contacts. Look at the local and national media and identify writers and reporters who cover the social science beat. See who writes well and can grasp the intricacies of social science. There is no reason why we must respond to every query from any media person. It may be far better to become a reliable and helpful source for a few people with whom one can build a relationship. Oddly, it is that this reporting will be more credible and careful.

2. Contact your University Press Office, if you work in an academic setting, or your public information office if you are a practitioner. These people have the technical skill to know about making media contacts. They will not know about your work unless you tell them. "F YOU are eager to get new stories and are happy to promote you (and the employer), they can be helpful in handling nitty gritty details such as issuing press releases and taking black and white photographs.

3. Practice new ways of writing your ideas, if you have learned experience with writing for non-academic audiences. Academic journal articles spend 2-3% of their space building a case for a paradigm. That progression of an argument must be reversed. In the tradition of journalism, the "who, what, when, why, and where" must be in the first paragraph and then the elaboration of those details forms the base of the pyra-

mid. When space or time is short, public media people should be able to cut the end of your work without damaging the impact, coherence, and credibility of your basic points.

4. Keep as much control of your work and its presentation as possible. Concern over misquotation and skewing your ideas can be reduced by efforts on your part. Write out a statement or a press release rather than speaking ad lib on the phone. When a press person calls you and you are talking with a student or a client, or about to go to a committee meeting, do not feel obliged to dash off a quick response to the reporter. Ask to call him or her back that day, recapitulating the person's time constraints, and be sure to do so. Before calling, make some notes and possible quotations that you feel comfortable giving. When responding, you can almost always answer an answer to the questions and have the reporter read back the notes he has taken. Another way to retain control is to concentrate on contributions that you actually write, rather than pieces in which your work is excerpted or you are quoted by others. For example, it may be safer to write an op-ed piece for the newspaper or to appear on a radio talk show rather than respond to an unknown reporter who is calling you on the phone and fishing for a quote.

5. Put yourself at the "fit" in a predetermined story. Consider writing articles for popular magazines, or serving as a consultant or guest editorial on a local TV station. Don't overlook cable TV or university-based radio and television stations. Offer to write a weekly column in the local paper.

6. If you have doubts about your expertise, especially outside of your specialty, let me encourage you to have the courage to step forward. Several sociologists, such as Annette Etzioni, Herbert Gans, and Jackie Rodgers, are effective commentators on a wide range of subjects. The ASA office receives very specific questions, such as "Why do people peacen Thylenos?" "Do different kinds of people prefer cats or dogs?", or "How is the AIDS scare changing the single life scene?" Rarely do we know of sociologists doing current research on these specific topics that often reflect current events. And some probably do not merit sociological commentary. I believe that in our field that I believe most well-trained sociologists can make an intelligent commentary on almost any subject involving human behavior. Consider consultants and grant writers who forge into new specialties all the time. And what about the teachers of introductory sociology who serve an attractive menu of our field's many specialties? Many of you have taken undergraduate courses in sociology about Tyranny, commenting on de-


Viance, alienation and mass culture. Follow up on it! If you have been in the press, pining for possibilities for additional stories that tie to a sociological view. One of my problems is to respond to the Washington Post and exclaiming, "I can't believe they didn't include the work of sound in this topic." The task is to contact the specific reporter and complement the work that has been done, but suggest additional intriguing follow-up stories, for which you just happen to have some expertise to suggest. Try to bring the media to our turf.

7. Students and the public are interested in sociology. If they just get the chance to hear about it. Let's capitalize on the interest in the field. Work the common sense angle, which usually tri-


Azzis work. For example, it may now be common sense that valets is re-


liberally political to "the same way and why?" Débord myths that persist as common sense: that all elderly are poor, that no image programs are a genetic phenomenon, or that the nuclear family has always been prominent.

8. Consider holding small news conferences or press briefings on important local issues. Social impact statements about proposed development projects, plans to desegregate schools, or the impact of a plant closing. If you are campus-based, make contacts with local journalism schools and ask to have an intern work with your department to try social science writing.

9. Understand the constraints of jour-


nalisit's, especially outside of your spe-


ialty, let me encourage you to have the courage to step forward. Several sociologists, such as Annette Etzioni, Herbert Gans, and Jackie Rodgers, are effective commentators on a wide range of sub-

"Cross-National Research in Sociology"

The "Ttismo Sculpture," dedicated to Chicago by Paolo Picasso, was the first piece in Chi-

icago's own large outdoor sculpture gallery. The installation is in the Chicago Park District's Riverwalk Ken Burn's gift to the city, the sculpture stands 50 feet high and is on view near the garden's Garvin site, the East Gate building.

"Mime's Chicago," one of Chicago's major outdoor sculptures, is located in the Brookfield Building. Photos, Delpigne and Washington Avenue and is a replica of the Picasso Sculpture from the Elgin City Park.

The sculpture is in bronze, bronze, and bronze was seated on April 20, 1982, from Mione's 80th birthday.
ASA Committees and Representatives

Following a number of committee changes in 1966, the 1967 ASA committee structure will remain much the same. No new standing committees have been added and there is only one additional ad hoc committee. At its January 1968 meeting, Council formed the Task Force on Student-Scholarship Sociological Practice Journal. Eight other ad hoc committees were reappointed by action of Council at its August meeting in New York City. The number of constitutional committees remains at seven. This page notes that Section chairs have been included at the end of the listing this year for general reference.

ASA committees are constituted through the combined efforts of the President, Council, Committee on Committees, Committee on Nominations, and the voting membership.

COUNCIL

Officers
President: Melvin L. Kohr
President-Elect: Herbert J. Gans
Vice President: Mayer N. Zald
Vice President-Elect: Richard J. Hill
Past President: Matthew White Riley
Past President: Robert C. Bean
Secretary: Michael T. Aiken

Members-at-Large

CONSTITUTIONAL COMMITTEES

(Elected by Council; Membership: Chair designates a Council Liaison)

Committee on Committees
Chair: Russell Thornton
Joan Acker, Christine E. Boase, Rose Brewer, Esther Chew, Austin T. Turk (must be re-elected)

Committee as the Executive Officer and Budget
Chair: Michael T. Aiken
John Clausen, C. H. Elder, Jr., Herbert J. Gans, Melvin L. Kohr, Doris Wilkinson

Committee on Membership
Chair: Jeanne Ballantine
Michael T. Aiken, H. Paul Chialant, Norah Draper, Donald P. Irish, Judith Levy, Anne McCann, Terrence Ruskell, Russell John, F. Schnabel, Ann Sundgren, Burton Wright

Committee on Nominations
Chair: Mayer N. Zald
Koya Azumi, Kathleen S. Crittenden, Susan E. Eckstein, Myra Marx Ferree, Barry Schwartz, Judith Traw (six more to be elected)

1967 Program Committee
Chair: Melvin L. Kohr
Joan R. Acker, Michael T. Aiken, David R. Hesse, Cora V. Hesse, Albert J. McQueen, Alejandro Portes, Theda R. Skocpol, Ruth A. Wallace, Everett K. Wilson, Mayer N. Zald

1968 Program Committee
Chair: Herbert J. Gans

Committee on Publications
Chair: Arlene K. Daniel

STANDING COMMITTEES
(Elected by Council with rotating membership; Chair designates a Council Liaison)

Committee on Freedom of Research and Teaching
Co-Chairs: Elizabeth M. Alquist, John D. McCarthy

Catherine W. Berkey, John P. Clark, Rose Lamb Cover, Burkhard M. Deutscher, Valti. V. Heydenreich, Richard J. Hill, Melvin L. Kohr, Melvin L. Oliver, Karen R. Miller, Judith J. Stacey

Committee on World Sociology
Chair: Louis W. Goodman

Committee for the Award for a Distinctively Scholarly Publication
Chair: Cissi B. Marette

Committee on National Statistics
Chair: (to be announced)
Esther Chow, Rosemary Santana Cooney, Diana Pearce, Rachel Rosenfeld, A. Wade Smith, C. Matthew Stiglitz

Committee on Professional Ethics
Chair: Pendlebury Greene
Benigno E. Aguirre, Barbara Walters Berry, Kathleen Gerson, Darnell F. Hawkins, James H. Loane, Susan E. Martin, Joanne Miller (CL), Stanion Wheeler

Committee on the Status of Women in Sociology
Chair: MarcyJoyce Green
Margaret Anderson, Joseph H. Fletcher, Barbara Heyns (CL), Gwendolyn L. Lewis, Sandra E. Taylor, Greg E. Thomson

Dolores-Johnston-Frezier Award Selection Committee
Chair: Elizabeth S. Hippigstock
Russell K. Endo, Edgar G. Epps, James A. Geschweider, Julia A. Miller, John Moland, Mireylle C. Taylor, Ronald Taylor

Committee on the Status of Race and Ethnic Minorities in Sociology
Chair: Rose M. Bever
Rhoda L. Blumberg, Duane W. Champagne, Celeneo Fernandez, Marie R. Hage (CL), Ruth Horose, Ilse Kim, Tali L. Mottet, John H. Sandelfeld, Russell Thornon

Center for the Distinctive Scholarly Award Selection Committee
Chair: Lenore J. Wetzmann
Joan Aldous, Reynolds Farley, David Feinstein, Edward O. Laumann, Hylen Lewis, Carolyn M. Ferraro, Ralph Turner

Committee on the Minority Fellowship Program
Chair: Patricia Hill Collins

Committee on Awards Policy
Co-Chairs: William J. Chambliss, James E. Blackwell, Joseph S. Himes (CL), Sherryl Kleinman

Russell J. Barnwell, Neil A. Cazeneuve, Benne Thorson-Dall, Helena Z. Leopold, Lorraine Mayfield, Karen A. Miller, Judith J. Stacey

Committee on Research in the Social Sciences
Chair: Matthew White Riley

Linda M. Burton, Tye A. Hallwell, Mere R. Haag (CL), William F. Iliu, John F. Lofland, Gary Sandefur

Committee on Sections
Chair: George L. Medoff

Catherine W. Berkey-Frenier, Wenda Katz, Fishburn, Joanne Miller (CL), Joseph W. Scott

Committee on Teaching
Chair: Dow D. Dorn
Albert E. Chatani, Robert Davis, William A. Garsam (CL), Willniloma Perry, Norman Wondland-Stin, Theodore C. Wagonar

Committee on Sociological Practice
Chair: Katrina W. Johnson

Benjamin Bowser, Elizabeth J. Clark, Stanley S. Claww, Joseph P. DeMarini, Nancy DiTomasso (CL), Barbara Fehrs-Filigrin, Katchen Gazzellowski, Arthur Shookit, Rosie Steinberg, Louise C. Weston

Distinguished Contributions to Teaching Award Selection Committee
Chair: Richard J. Geffes


Committee on the Status of Handicapped in Sociology
Chair: Beth E. Schoenicker

Francisco M. Canovas (CL), Cathy S. Greenfeld, Martin P. Levine, Hyman Rodman, Martin S. Weinberg

Committee on Public Information
Chair: John Ron Malinsky
Judith R. Blau (CL), William C. Morrison, Bernard Reuben (three more to be elected)

Committee on Society and Persons with Disabilities
Chair: Dorothy E. Kerherw
Sharon N. Bernett, Mary Jo Desegna, R. Greg Emerton, Nancy C. Katner, Jeffrey E. Nash, Hannah C. Selvin

ASAP/ASA Liaison Committee
Chair: Ruth R. Ewen
Suzanne E. Cozzens, Carol H. Wies, (one more to be added)

Overseas Certification Committee
Chair: John P. Clark

Judith K. Bria, Gerald J. DiCenso, Howard H. Garrison, Richard H. Hall (CL), Joseph C. Morrison, Dudley Poston, Mayer N. Zald

Committee on Certification in Demography
Chair: Dudley Poston

Wendy H. Baldwin, Gordon F. Delong, Mary G. Powers, Robert Seobro, Linda White

Committee on Certification in Environmental Sociology
Chair: John P. Clark

Peggy C. Giordano, Pamela Richardson, Mark C. Sturfield, Patricia E. White

Committee on Certification in Identities Sociology
Chair: Judith K. Barr
Gaia Lee Calhoun, John L. Coleman, Robert J. Drinkwater, Clyde P. Propel, Freddick D. Wolinsky

Committee on Certification in Organizational Analysis
Chair: Joseph P. Morinini

Mary L. Pennell, Ann L. Kellberg, Mary Zey-Ferrell

Committee on Certification in Social Policy and Evaluation Research
Chair: Howard H. Garrison

Alex Brown, Elizabeth Donald, Stephen A. Hart, James W. Wright

Committee on Certification in Social Psychology
Chair: Gordon J. DiRienzo

Barbara C. Nord, Linda Schoeder, Mariann Sueltel, Joseph C. Ventimiglia

ASA Distinguished Career Award for the Practice of Sociology
Chair: Larry E. Suter

Michael De La Pueente, James L. McCartney, Paul D. Reynolds, Linda J. Waite

AD HOC COMMITTEES

(Considered by Council or the President to accomplish a specific task)

Committee on Federal Standards for the Employment of Sociologists
Chair: Ronald W. Marsden

Saul A. Anderson, Kathleen Bond, Coralee Forley, Judith D. Miller

Committee on Dissertation Awards
Chair: Jerome K. Meyers

Robert Boguslaw, Meteor Johnson

Task Force for the Minority Fellowship Program
Chair: Charles V. Willie


Committee on the Fund for the Advancement of the Profession
Chair: Russell R. Dynes

Jean C. Lipman-Blumen, William F. Whyte

Endowment Fund Campaign Committee
Chair: N. Jay Demether


Electronic Sociological Network Committee
Chair: Nicholas C. Mullins

Joan McCord, Russell K. Schutt

Committee to Prepare Master’s Level Certification Examination
Chair: Herbert L. Costers

Kathleen S. Crittenden, David H. Snook, David B. McMullen, Russell K.
Open Forum

A Response to Miller's "Great Books"

I want to respond to Delbert Miller's invitation to readers to "guard" with him about his list of the 55 books which have most "influenced sociological in our history." I believe that Professor Miller misses the mark when he says he sought (1) "persons who had made major impact on the field," and (2) "especially those who had improved sociology into more rigorous scientific and quantifiable channels." There are writers whose very significant impact has been to move sociology into rigorous humanistic and qualitative channels, and this I feel, should be acknowledged in a list such as this one.

Professional Dignity

The essay by Jerry Maxwell on Winson's undergraduate program (Footnotes December 1986) contains several good ideas, one or two of which I'd like to see implemented in my own department. However, as enthusiastic and (I hope) long-serving faculty member, I was taken aback by Jerry's statement that his department's undergraduate advice ... is more enthusiastic and helpful than most professors can let themselves be, if they want to keep their dignity. I haven't any idea what he means by this statement means, although it has led me to the speculation that perhaps we should worry less about enrollment statistics of the sort Jerry cites, and more about the role of social scientists as teachers, researchers, and citizens. Jerry and I used to debate these issues at length before resort radical guesses back in the 70s. I'm ready for another round or two. With a modicum of dignity.

Michael A. Faia
College of William and Mary

ASA and Politics

My goals is that quite a number of ASA members (including myself) do not regularly plow thru Council Minutes when presented in Footnotes. The August 1986 issue contains the Minutes for the meeting of January 31, 1986. In addition to treating such topics as Executive Office housing, annual meeting sites, career awards and the sociological aspects of AIDS, there appears this item:

MOTION: That whereas the people of Nicaragua have a legally established government, the American Sociological Association urges the Reagan Administration to establish mutually respectful relations with the government and people of Nicaragua. Carried.

Reprinted of whether one personally agrees or disagrees with the substance of the motion, it is noteworthy that a majority (at least) of the Council members present seemingly considered the general state of affairs between U.S. and Nicaragua (land, presumably, other nations as well) as appropriately within the domain of Council deliberations. I hope this is because the number of ASA members who are aware of this situation and leads to some reflection on the matter.

Sajmun Yelin
Kean College of New Jersey

Law and Society Workshop

A one-day workshop for graduate students working toward a PhD in law-related areas of the social sciences or humanities will be held June 10-11, 1987 in Washington, D.C., in conjunction with the Law and Society Association meetings. The program's purpose is to acquaint graduate students with interdisciplinary and sociological perspectives useful for scholarship and teaching.

Some financial support for travel and lodging will be provided for a limited number of graduate students (there is no registration fee). Interested students should send a letter of application, indicating their current status in a graduate program, research in progress, and teaching interests, by March 1, to John Paul Ryan, Commission on College and University Nonprofessional Legal Studies, American Bar Association, 750 North Lake Shore Drive, Chicago, IL 60611.

Committees, continued

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FEbruary 1987 Footnotes
Culture, from page 1

with material culture and members whose focus is idiosyncratic. In his introduction to a recent survey and classification of work done in the sociology of culture in the 1970s, Forster distinguishes among the principal clusters and classific-
ations are offered. The first gives primary to the idea that “culture mirrors social and psychological processes.” This presentation has served as a point of departure for Marsey, structural-functionalists, and sociologists all of whom have looked at elements of expressive culture “in order to understand the less visible aspects of social relations” (p. 149). The second group—those in the symbolic interactionists, and so-called “symbolic culture” sociology—have looked at the human being’s “capacity for symbols” (p. 147). Taking symbolic elements as their starting point, these analysts probe for the “codes” patterning them and guiding the crea-
tion and re-creation of society. The third group of analysts, led by the French so-
cialists Pierre Bourdieu, builds on the work of the second group, asks how these codes, embedded in culture, are maintained and sustained against those of domination (despite egalitarian values)” (p. 149). The final group of analysts asks “How is culture produced?” (p. 152). This production of culture per-
sonifies the interest of the first group in the relationship between the cultural product and its social context—
asking not, however, how it is intro-
duced in the other. The how the culture in which culture is produced influences both the production and reproduction is the focus of this group.

The last two groups are the newest and so it seems appropriate to continue further on their concepts here. Bourdieu is interested in analyzing how every in-
stitution embodies and transmits class codes, so perpetuating the class and status divisions of a society. Petronio points to his concept of “cultural capital” as Bourdieu’s most important analyt-
ic contribution to the field. Cultural capital is a valued symbolic element (occupation, art appreciation) which individuals, families, and classes spend money and other resources to attain, and which they then attempt to gain more money and power.

Howard Becker is an exemplar of the production-of-culture perspective. His concept of the art world is demystifying, and he sees the art scene as a social system where the genius is responsible for things of beauty. By contrast, Becker “shows that artistic activity is not the same thing as art; art can be seen as a product of the norms, conventions, and work routines of artists working in collaboration” (p. 154).

The diverse theoretical perspectives of sociologists of culture are reflected in the range of methodological premises they embrace—and the empirical methods they employ. There was a presentation at a Dilettante Seminar at the ASA annual meeting last August, Wendy Gaydosh offered a reminder of the methodological concerns of the sociolo-

The idea of culture as a social system is justly one of the most prominent of the major sociological paradigms. How is culture produced? How does it maintain itself? How does it change over time? How does it affect society? How does it influence individuals? These are some of the questions that sociologists ask when they study culture. Culture can be defined as the shared beliefs, values, and behaviors that are characteristic of a particular group or society. It is through the lens of culture that sociologists attempt to understand the social world. This involves examining the patterns of thought, feeling, and action that are common to a particular group and how these patterns are transmitted from one generation to the next. Sociologists also study how culture is produced and how it is maintained. This involves examining the processes through which cultural ideas and values are transmitted and how they are reproduced in social interactions. Finally, sociologists study how culture affects individuals and society as a whole. This involves examining the ways in which cultural beliefs and values shape our experiences and decisions. Understanding culture is important because it helps us to understand the social world and how it is shaped by cultural forces. It also helps us to understand how individuals are influenced by culture and how they participate in the production of culture.
Sociologists and Big Science: Applied Sociology in Multidisciplinary Research

by David Gottlieb, University of Houston

In the reader, Applied Sociology, Russ and White make the point that, in applied work, sociologists may play one of two roles: (1) on a given project exclusively functioning as a sociologist; and (2) playing other official roles but making use of sociological theory, methods, and substantive knowledge. In the first case, the sociologist is most likely a full-time researcher, serving as consultant or principal investigator. In the second case, we have a sociologist in disguise, the positivistic, perhaps using sociological description, will make little, if any, reference to the sociologist or society.

While the economic marketplace, one rarely finds an employment want ad seeking the services of a sociologist largely because the profession has done a less than adequate job of promoting and marketing the versatility and value of our skills and knowledge. Our status in the academic community, where we are known, is not awesome, but in the private and public sector, there is little awareness of what we do and what contribution we might make to the public good. I do understand that the current discussion of whether to take on such a somewhat more aggressive posture and that the applied side of sociology will be getting some of our attention. Meanwhile, I would suggest that we begin to explore other options where we might practice our trade.

A very important opening, I think, is the one in which I refer to as interdisciplinary. "Big science" has been taken on by any one of a number of major science and engineering projects where the minimum budget is $100 million or more. Included would be: (1) Space Science—space station, space colonization; (2) Astronomy—ground and space based; (3) High Energy Physics; (4) Nuclear Physics—CERN (superconducting supercollider); (5) Materials Research—synchrotron sources; (6) Earth; Ocean, and Atmospheric Sciences—ground and space based; (7) Energy—fossil and ion beam projects.

Big science and big engineering have capabilities both to foster the application of our knowledge and to spread the imagination of the nation that we are not well schooled in these sciences do not precede our playing an important role in them. Each of these projects are examples of institutional collaboration. They are alliances, of teams, easy of government, university, and industry. There is a need for qualified personnel who can study, evaluate, and assist in the management of these projects. Sociologists are, I would argue, uniquely qualified to undertake such a role because such an approach to sociology of collaboration which includes knowledge of large enterprises, bureaucratic group dynamics, social stratification, career socialization, conflict and cooperation.

A serious problem we face as a profession is that we are not perceived as being terribly necessary to either the stability or economic viability of the nation. When government and industry look to ways to enhance their international competitive edge, they do not look in the direction of sociology. Where the State invested $575 million in research which might stimulate the State's economy, not a nickel went to sociology. We can, I believe, prove to be a more relevant and necessary science by searching out new and different settings for our work, such as those found in the areas of science and technology.

In the last decade, we have seen an increase in industrial funding of university research and in the number and size of industrial collaborations that involve collaboration between universities and industry. Industrial funds go to universities and colleges to support research and development. The industrial funds have been increasing from $84 million in 1973 to $400 million in 1985. Although this total is still only about 6% of total university research and development, a virtual explosion has taken place over the past several years in the number and variety of alliances. State and local governments, through their economic development councils, view the universities as sources or stimuli for reverse generation. In order to make their communities and states more attractive to high technology industries, universities have been portrayed as applied research and development centers eager to sell the financial interests of business and industry. Universities have been easily, if not more, aggressive in pursuing industrial partnerships. Some institutions have not had to an extent, and publication policies in order to accommodate industrial requirements. More than a handful of universities have entered into the real estate business and are marketing campus-based industrial research parks.

Whether or not these new collaborations are potentially damaging or highly promising is yet to be determined. Some would argue that these arrangements will be to the benefit of the economy and enhance our ability to compete with other nations. Others, however, allege that this new collaboration has already increased the importance of commercial values on the campus, adversely influencing the basic research priorities are set, entanglement university research and researchers with proprietary interests and constraints, and causing strains in collegial relationships. A report recently published by the National Research Council concluded: "Much remains to be learned. Both university and corporate planners tend to presume that their diverse interests can be easily harmonized, and that any problem can be worked out. . . ." These are empirical questions which call for study and evaluation by sociologists, who should be engaged in examining what impact these recent arrangements are having upon the university and industry. There are also exciting opportunities and fertile ground for sociologists concerned with major policy issues. Recently, the National Academy of Science held an invitational conference in Washington, DC. "What Research Strategies Best Serve the National Interest in an Era of Budget Constraint." The conference was organized in response to the potentially serious consequences for research and development of Government-Rosenbush. Participants included presidents of major universities, distinguished scientists and engineers, federal agency leaders, and members of Congress. Conspicuous by their absence were the social scientists. Here we had a national conference focusing upon a major social issue with serious implications and only one sociologist was invited as a corporate executive, in attendance. The need for including the social sciences in such endeavors is not going to be made by scientists and engineers. Involving ourselves in science and technology can be an effective strategy for moving sociology into the national policy arena. The opportunities available include research, consultation, evaluation, policy analysis, and management. Examples would include: I. Policy Analysis: A. Studies dealing with issues of peer review; setting of priorities among disciplines; appropriate balance between applied and basic research. B. Student mix: Foreign nationals have received over half of all doctoral degrees in engineering, an increase of more than 10% since 1959. Meanwhile, Blacks and Hispanics have experienced declining university enrollments and are particularly under-represented in math, physical sciences, and engineering. C. Deterioration and obsolescence of university research and development infrastructures. II. Programs to Close Gray Behrens Science, Discovery, and Public Awareness: Surveys of public awareness of science, engineering, and discovery process. What are the social, political, and economic implications of adequate awareness? What are policies and programs required to close the gap? III. Cross Discipline Research and Negotiations: Clashes between scientists and managers that result in inefficiencies, delays and other problems are not new. What factors enhance conflict versus cooperation? What are the models of successful collaboration? IV. University Industry Partnership Corporations are competitive, with a legitimate seat for secretaries and are committed to the bottom line. Universities are comprised of independent scholars advocating openness, who prefer to do basic research. What are the potential consequences—positive and negative—for increased collaboration? V. Extension States of Government, Industry, and University: Collaborative Programs: Federal government is in the major financial resource for university research, while industry is second. What will be the impact on universities if federal government spending is reduced? What happens to the extensive university infrastructure which has been established to accommodate federal funding? What happens to the university if it shifts from open to classified research? From federally funded basic to corporate funded applied research. VI. Social Implications of Science Technology: The social impact of science and technology: the potential damage caused by the explosion of the Challenger shuttle; the use of genetic engineering technology. VII. Technology Transfer: What are the various modes of technology transfer? What are the patterns of such an exchange from developed to less-developed nations?

VI. Issues of National Identity: Traditions and Social Cultural Cultures: The current US cultural stress is due to the current US. We have not done a very good job of identifying the social, economic, and cultural factors in inflating the market, needs and behavior of other nations.

IX. Characteristics of Scientific Entrepreneur: As industry builds its investment base in universities, we can expect to see more of academic scientific entrepreneurs. Profiles of this group could prove to be limited to two: basic and applied sociologists. I think that sociologists have to develop the theoretical, conceptual, substantive, and methodological tools to play a more direct role in the study and operation of the science-technology enterprise. Obviously not all sociologists will be inclined to pursue this track, should they be encouraged to do so. But the numerous opportunities are there for the applied sociologist who is motivated to seek out new career options; the sociologist who would not be intimidated by working with those other disciplines and professions, whose intellectual curiosity is such that they would want to understand the social, political, and economic implications of inadequate awareness. What are policies and programs required to close the gap? I think that we could be to too great for most majors, traditional, academic sociologists, sociologists will, perhaps, be greater for the younger sociologist who desires substantive tie to business-as-usual sociology.

FOOTNOTES

Culture, continued


Suzanne Vromen, Interview and letter 12/22/86, Syllabus and assignments for Art and Society.

Stanley Annowitz, City University of New York-Graduate Center, Interview 11/26/86.

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Sociologists Head Overseas on Fulbright Awards

Each year, nearly 1,000 Americans are awarded Fulbright grants to lecture or conduct research abroad. Most of the grants are administered by the host institution or country, but grants for shorter periods also are awarded in a number of European countries.

About 60 percent of the awards are for university lecturing, usually in a field other than the host institution's major. Many lecturers allow opportunity for research, research scholars may undertake focused research. Terms of awards vary from country to country, but generally include round-trip travel, basic health insurance, and maintenance and supplemental allowances.

Most awards require a doctorate and appropriate professional experience. And while English is acceptable for many assignments, fluency is the language of the host nation sometimes is required. All applicants must be U.S. citizens.

For 1986-87, the following sociologists were awarded Fulbright grants. Each awardee's host and home institutions are listed, along with the nature of the work to be done. Alba, Richard. State University of New York-Albany. Lecturing in Sociology, University of Marneaux, Mannheim, Federal Republic of Germany.

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Teaching Measuring Up to Writing Good Multiple Choice Tests

by Ciril B. Hauker

Are you one of those teachers who regards multiple choice exams as a necessary evil? If you taught in an idyllic setting, with small classes and a light teaching load, you would assign essays and class discussion projects to students. But as you look upon a sea of faces, the computer graded exams may be your only option. Other articles will present other options for use in large classes. For now, it is time to come to the defense of the hologramed multiple choice test.

The Challenge of Measurement

Testing is academia's mode of evaluating research. The need to assign grades sets in motion an evaluation system in which to measure how much students have learned within a course. Some part of the grade is determined by the multiple-choice format being the most frequent. The challenge is the relevancy and validity of this, or any, test. Part of our craft as social scientists is the ability to measure abstract concepts, to create scales, and to operationalize theoretical ideas. Colliege students can be taught to measure their understanding of core concepts in introductory sociology. As in research, to set up our questions implies a clear understanding of what is to be measured. In the case of teaching, faculty must establish learning objectives in addition to the class. These goals guide the selection of reading and visual materials, the assignment of exercises and papers, the ways in which classroom time is used, and ultimately what is defined as a "successful outcome" at the end of the term. Although faculty are not directly responsible for the results of students' exams, the results are informative as well as sobering. Careful analysis of exam results can inform and improve teaching, but only if you have confidence in the measurement power of your tools.

If you agree that goals and test items should be linked, you have to accept the following test of test books that come with textbooks. Most of the time, these items are purely written, test item mechanization, and do not connect with your specific course goals. Sounds like more work for faculty.

Consequently, the ability you develop top notch items, you won't want to give them away, especially to the fraternity exam files. I encourage you to collect exam essay and essay items that are effective measurement tools.

Some faculty find it useful to write a test item on an index card, ultimately creating a large file of test items. These are coded according to the level of learning they measure, as well as the content area they cover. As the items are used repeatedly, information from the computer item analysis can be put on the card. Of course there is a computer equivalent of the index card system.

Most items currently found in test banks and on exams concentrate in the knowledge (or role memorization) domain. The understanding domain measures concepts among material. A sample "stem" for a question could be: "Which of the following statements about religion would find agreement by both Marx and Durkheim?" To correctly answer the question (acknowledging a chance factor in every stem), you would have to know something about each theory's view to make a comparison between them. The respondent domain builds on understanding and asks for a connection to a new structure, not discussed in class or in the readings. A sample stem would be: "Which statement about electronic religion would find agreement by both Marx and Durkheim?" Clearly, neither theorist commented on this modern phenomenon, but we seek to assess if students can make a reasonable supposition based on what they have learned.

Tips for Writing Effective Items

The key to a good item is its measurement potential. Therefore, your challenge is to remove extraneous "noise" in the item and reduce the possibility of students misunderstanding the question and alternatives. One strategy is to use a format with a lengthy "stem." Start with a declarative sentence that orienting the student to the specific topic being tested. (Help students practice taking exams by revealing your approach and suggesting the student read the opening sentence, stop, and think about the topic, and block out for the moment information on other topics). After the orienting sentence, ask the question. A typical mistake that test writers make is to have a short stem that could lead to any of a myriad possible answers.

Pook example of a stem: "Sociology is..."

Improved example of a stem: "Sociology is one of the social sciences. Sociologists would be more likely to study which of the following phenomena?

You need to be clear about what you are teaching experience. What about the plans (or threats) to change a score? My advice is to avoid changing scores if at all possible. You can build the line if you have strong test items, have measures for appeal (see below), and realize the problems entailed in making changes. If an articulate student argues that (wrong) alternative (c) should be counted, you present your argument. You may want to acknowledge her point. But you must then give credit for (c) to all who selected it, almost none.

COMPLETED TABLE OF SPECIFICATIONS FOR A 30-ITEM QUIZ

<table>
<thead>
<tr>
<th>Weight</th>
<th>Content</th>
<th>Level of Objectives</th>
<th>Application</th>
<th>Number of Items by Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Summarize key points from three assigned articles in reading book</td>
<td>Knowledge 30%</td>
<td>Application 50%</td>
<td>Knowledge 30%</td>
</tr>
<tr>
<td>15%</td>
<td>Ability to compare and contrast theories of Marx, Weber, and Durkheim</td>
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<td>Present an analysis of a social problem using functionalist, conflict and interactionist view</td>
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<td>Explain the transition of sociology from prescriptive to positivist forms</td>
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<td>10</td>
<td>Summarize key points from three assigned articles in reading book</td>
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[Number of items by weight is used. A weight is defined as a number used to distribute a sheet with the exam that allows students to explain and clarify their answers and why they chose them. The format of the sheet is as follows: Exam Item Clarification.]

Sometimes an exam item is unclear or seems ambiguous or unfair in wording. In these cases, a student taking an objective, computer graded exam must simply give the best answer. The student, without being able to give an explanation, can answer. This sheet allows the student a chance to explain an answer. The few cases where an exam question is confusing, write out your explanation and turn in it with your answer.

[Question: I answered choice (c), because... [repeat many times the line above]. Students may clarify an answer they had right in the first place. But in other cases, they can indicate why they thought (a) and (b) are both correct. The instructor can evaluate the arguments and change scores accordingly, without changing the score for all members of the class.]

The above strategies are just samples of what instructors can do to make multiple choice items more effective measurement tools, and to improve the respect between students and teachers for the testing process, which should fundamentally be part of our mutual goal of learning sociology. Please send your ideas and commentary to the author at the ASA Executive Office.

For an example of peer-testing strategies to evaluate student learning, consult T. Turk, "Methods of Evaluating Student Performance," ASA Teaching Resources Center: $5.00 for members.
Call for Papers

CONFERENCES
American Society for Aesthetics 45th Annual Meeting, October 28-31, 1987, University of Missouri, Kansas City, MO. Papers are welcomed in all areas of aesthetics and related contemporary, applied and theoretical. Papers should have a reading time of 20 minutes and a discussion time of 20 minutes. For further information, contact: Sarah Springs, Aesthetics Program Coordinator, Center for Humanities, Morris, Randolph, NJ 07860 (201) 361-5000.

Association for Humanistic Sociology Annual Meeting, November 6-9, 1987, Redondo Plaza Hotel, Long Beach, CA. Theme: "Gender, Work, and Humanism." Sessions, papers, and session suggestions on any topic of concern to humanistic sociologists and researchers for further information, contact Beth Hees, Department of Sociology, City College of San Francisco, Morris, Randolph, NJ 07860 (211) 361-5000.

Association for the Sociology of Religion Annual Meeting, August 14-16, 1987, National Press Club, Washington, DC. Theme: "Divine Modernity and Sidelines: Trends in Religious Movements." Papers and program suggestions on the sociology of religion and all other aspects of theology will be welcomed. Abstracts and proposals to: William H. Swanson, Jr., ASR Program Chair, 500 7th Avenue, Silver, IL 60552. Deadline is March 1, 1987 for April 1 notification.


International Sociological Association Annual Meeting, June 4-7, 1987, Radisson Hotel, La Crosse, WI. Papers are invited for the following topic areas: Critical Criminology, Toward the Healthy Individual, Social Determinants of Mental Health, Social Problems and Study and the Social Psychological Practitioner. Poster sessions will also be held on the topics of Marketing Emotions, What Works for You, and Models of Private Practice. Send 350-500 word abstract to Dr. R. Randiz, 40 Mitchell Avenue, Binghamton, NY 13903 (607) 771-2684.

Swedeborg Symposium '87, February 7-9, 1987, Bryn Athyn, PA. Papers are invited treating Emanuel Swedenborg's influence in areas such as theoretical science, applied science, medicine, theology, philosophy, social science, the arts, history, psychology, and literature. Deadline for abstracts is May 1, 1987. For further information, contact: Jane Ramler, 160 West 73rd Street, New York, NY 10023. Completed papers written and new manuscripts are invited; they will be published in a volume of an ongoing series, Social Analysis.

Teaching Sociology

While there are many journals in the social sciences devoted to scholarly research, there is now a publication from the ASA especially focusing on the transmission of knowledge, teaching, and direct application to sociology. This journal is useful for sociologists beginning their careers, for teaching assistants and for selected teachers who look for new ideas and resources. The journal reflects the ASA's commitment to effective teaching of the discipline, and to the importance of teaching as a part of the profession as a whole.

Teaching Sociology publishes research articles, teaching tips, and reports on teaching sociology. The journal includes short reports on class projects and innovations that were formerly published in the ASA Newsletter. A new section includes textbooks and film reviews.

The October issue includes:

Articles on:
- Sociology in the General Education Curriculum: A Comparative Four-Person Perspective, Keith A. Rabens
- When Do Introductory Students Know 'When Do They Know It?' The Results of a Parallel Study, Robert P. Foster
- Social Science: Sociological Implications from Research on Graduates, Employees, and Sociology Departments, Josephine A. Raguin and Louise C. Westman
- Teaching Graduate Students Through Intensive Program Development, Management And Implementation, Robert P. Fair
- Drama Sociology: Cultivating The Sociological Imagination Through Popular Film, Christopher Frey
- Teaching Critically Aware Students in an Introductory Course, Jan Myers

Notes on:
- Teaching Omnibus, Joshua H. Rodgers
- The Feasibility of Teaching Professional in Criminal Justice, Linda T. Satir
- Deliberating About Teaching Techniques, Jean Sherrin Hargis
- Teaching Field Courses Of The Field: Jake Nola and Williams
- Sociology R.A. In A Corporate Setting: How Can They Set Their Own And Of What Value Are They? Richard C. Porter and Vincent B. Wallis
- Reviewing For The Final: The Gametron Technique, Darnell K. Gomm
- Computer Survey Of Suggestions For The ASA Teaching Services Program, William Evers and Thomas J. Ahern
- The Least-Honorable Theory Of Competition: A Dramatic Film In Four Acts, Ivars Lorentz
- The Contact Of Darker-Aged Liberty, Helen Kravitz
- What We Wish That We, The Chie And The Dead Man Knew: Reflections On The First Year Of College Teaching, Thomas H. Hall and Carolyn M. Morgan

Book Review Essay on:
- A Review Of Introductory Introduction And Family Texts. Standards For Excellence, Nancy A. Greenwood and Margaret L. Bassett

Meetings


April 4-8, Pacific Sociological Association Annual Meeting, Eugene Hilton, Eugene, OR. Contact: Robert Reuben, Department of Sociology, University of Oregon, Eugene, OR 97403.
Deaths

Dick Hess, Mendham, NJ, died on December 25. He was husband of Beth Hess, and a contributor to many sociological organizations.

Richard T. LaPiere, Professor Emeritus at Stanford University, died on February 2, 1989.

Mass Media

Ellen Auster, Columbia University, was featured on a December 11 USA Today article on corporate culture, social norms, sex roles, and office parties. She was interviewed by WBZ and NBC radio on the topic.

Jackie Rees, George Washington University, and Otto Lutten, University of Washington, were quoted in USA Today article titled "Take Car USA to Lights Up." Stanley S. Clarow, Walden Counseling and Therapy Center, spoke on "Kidnapping by Parents" to the People are Talking Show in KWTY.

Peter Conrad, Brandeis University, his research on work-life balance promotion cited in a feature article in the Washington Post and the business publications. Arsen the Board.

Renee Cross-Wallberg, appearing on ABC News, discussed the need for innovation about an older condition theory.

Mark T. Field, Boston University, had his paper on Soviet medicine published in the Wilson Quarterly. An interview with the author in his paper was the subject of a feature article in the Boston Review and New Republic. He was also interviewed on Harvard's 50th anniversary by Crow, an Italian magazine.

Myrna Pasetti Glazer, Smith College, and Pamela Wight Glazer, Hampshire College, were cited in a New York Times article on white-blue two.

Carole Jeffe and David Karwoski, Simmons College, authored a Baltimore Sun editorial article "Are Middle Class Feminists Selfish?" in the national magazine.

Cheryl Leggum, National Research Council, was cited in a December 11 article about older women for insights in science.

Ivan Luth, University of California Los Angeles, was interviewed by KCRW Public Television in California on October 11, 1984. He was quoted by Russian and Korean entrepreneurs in Los Angeles.

Seymour Martin Lipset, Stanford University, Arthur Shostak, Brandeis University, Stanley Annemoen, City University of New York, William Imm, The Ohio State University, and Martin Oppenheimer, Rutgers University, were quoted in a November 28 Crisis article of the American Sociological Association on unions.

Theodore K. Long, Washington and Jefferson College, was quoted in USA Today article about religious attitudes in the U.S.

Jane Massenbach, Northwestern University, was quoted in the December 3 Crisis of Higher Education article by Mary Alice Abel on the book on the Equal Rights Amendment.

Kathleen Moye, Holy Family College, was quoted in the Philadelphia Inquirer about a proposed or accepted funding for the College for Philadelphia police recruits.

James M. Haffing, Calvin College, and Michael J. Welch, University of Notre Dame, had their research cited in a November 22 Los Angeles Times article expressing that directives come from an "Equal RightsEducation" campaign.

Walter W. Powell wrote an article in "How to Do Books Survive in the Marketplace" for the 50th anniversary issue of The Nation.

Vicki Rader, George Mason University, was a guest on the Diane Rehm show in Washington, DC, talking about her book on a novel on America's economy, "Economic Justice for All."

Monika Zechmayer, Pennsylvania State University, published a book on employee assistance and wellness programs, "The Corporate Express (Dublin) on November 12.

Other Organizations

A Closington on Elder Abuse and Neglect will be operating at the University of Delaware beginning February 10, 1987. The Closington is a unit of the University of Delaware and is funded by the Administration on Aging. To submit materials and to obtain the full edition of the newsletter, contact: CANE Exchange, College of Human Resources, University of Delaware, Newark, DE 19716.
Summer Programs

University of Michigan, Institute for Social Research. Will hold its annual University Institute in Survey Research Techniques during summer 1987. Two-week sessions will be offered, beginning June 29 and ending August 21. The program emphasis is on the sample survey as a basic measuring instrument for the social sciences. In addition to several graduate-level courses, the Institute will offer five-day short courses on the topic, analysis, and interpretation of survey data. For detailed information, contact: Dr. Diane E. Abowd, Director of the Summer Institute, Institute for Social Research, University of Michigan, P.O. Box 126, Ann Arbor, MI 48106-126; (313) 764-8192.

The New England Institute and Tufts University will sponsor a three-week summer program in epidemiology at Tufts-Medford, MA campus. The program includes both methodological and substantive courses focused on working on an introduction to modern epidemicologic concepts as well as those dealing a review of recent developments. Three courses will be offered. For complete information contact: The New England Epidemiology Institute, Department of the New England Epide- miology Institute, Box 37, Chestnut Hill, MA 02167, (617) 740-9109.

National Endowment for the Humanities announces a new initiative on "Religion and Western Political and Empirical Analysis," to be held at Pear- son College, June 27-July 31, 1987. The Institute is intended to assist humanities college and university teachers to integrate the insights of the major western religious traditions into the underlining, in political theory, and public policy, intellectual history, and ethics. Those selected will receive a stipend of $3,000 for room, board, and travel. Deadline for application is March 1, 1987. Contact Paul E. Sig- mund, Director. NEH Summer Insti- tute. Center for Visitor and Con- ference Services, Prospect House, Pearson College, Princeton, NJ 08540.

Official Reports and Proceedings

Council Minutes

FIRST MEETING OF THE 1986-87 ASA COUNCIL

The first meeting of the 1986-87 Council convened at 8:30 a.m. on September 8, 1986, in the New York Hilton Hotel. Council members present were: Michael J. Allen, Judik R. Blaustein, Charles M. Boaretto, Franciscus M. Cancian, Rose L. Cooper, Nancy D’Aurore, William A. Com- ber, Herbert C. Crane, Richard H. Hall, Marie R. Haas, Barbara Heyns, Richard J. Kuklinski, Jay M. Last, Mel- vin L. Kahn, Stanley Lieberson, Joan- nis Milbrath, Victor K. Oppenheimer, Melinda W. Rahn, and Marvin N. Zaidi. Present from the Executive Office were: James E. Connon, Ed D'Attoni, Stephen Buff, Guy Howery, Ben- tina Hober, Linell Mabbott, and Yvonne A. Price. Other observers were present during portions of the meeting.

Introduction by the President. After welcoming new Council members, Kahn offered remarks on both substantive and procedural matters. Speaking to the listener, Kahn ap- plauded the efforts of his predecessor and noted that the organization of the ASA, particularly the presence of these presidents on Council, assures an em- phasis on long-term planning, not change. Kahn said he had no plans for change, citing his belief that the Association is currently in very good shape. He spec- ifically applauded several major deve- lopments: enhancement of the qual- ity of ASA journals, outreach to sociolog- ical practitioners, development of new programs including the Minority Fellowship Program, examination of new teaching methods, growth of the Teaching Re- sources Program, and affirmative ac- tion programs for women and men. He added that his sub- stantive mission for the coming year was to strengthen the ties between ASA and world sociology. He would also include emphasizing the strategic advantages of cross-national research and leveraging to the attention of U.S. sociologists the value of the work being done by the fellow sociologists in other countries.

Remarking on procedural matters during his term of office, Kahn said he would continue current practices, par- ticularly the avoidance of unnecessary meetings. He assured that Council would reasonably hold Executive Sessions on a regular basis. He also asked Council members to re- frain from extraneous daily practices, in- cluding the relationship between ASA Council and the Committee on Commit-tees.

Report of the Secretary. Kahn offered a review of the Association's activities. He asked Council members to be mindful of the fiscal implications of their actions and the fact that the Executive Office is not in a position to assume new responsibilities. Kahn re- minded Council of the extraordinary growth in the budget over the last four years. In 1986, the budget was 1.7 million dol- lars; in 1989, it is 1.9 million—a 52 per- cent increase, or 13 percent per year. In the coming year, he suggested that it was unlikely that even a four percent in- crease would be experienced and that the Association is entering a different era. In exploring this change, Kahn identified the Association's three main sources of income: approximately 30 percent comes from dues, 45 percent from publications, and 11 percent from the Annual Meeting. In essence, for- ther growth in income cannot be ex- pected over the next few years. Kahn said that the Association's reserves are not sufficiently large to cover unforeseen financial adversity. He sug- gested that an association such as the ASA should have reserves equal to 5 percent of its operating budget. With anticipated reserves for 1987-1988, it is uncertain whether the Association can capitalize in the Executive Office, there is little surplus in the budget. He anticipated that no new position could be added to the Executive Office, or new functions added with- out additional revenues or selling the office of some of its current responsibilities. Kahn suggested that it would become increasingly important for new committees to be assumed by the Committee chairmen, with new responsibilities and fiscal summaries. And although the ASA is in good shape, us- ing the budget to act with care and prudence in fiscal matters.

Report of the Executive Officer. D'At- toni limited his remarks to procedural announcements pertaining to meeting minute and future meeting dates.

Committee Appointments for 1987. Magali Sarfatti-Lemong, Chair of the Committee on Committees (COC), presented a report on COC's recommen- dations for 1987 committee ser- vices. She indicated that several positions not covered by the Association were extensive and serious. The Com- mittee requested that Council not al- low the rank order of committees as the Committee had specifically addressed to broaden the role of ASA particip- ants. Sarfatti-Lemong reviewed the list of committees and responded to questions from Council. Council accepted the Committee on Committees recommendations for being such an effective Chair, as well as the ording Committee on Committees for its diligent work. In closed session, Council reviewed and approved the list of Committees of Representative, specifying chairs in each case.

Review of Ad Hoc Committees. The following ad hoc committees were con- tinued by Council for another year:

Continued next page
Minutes, continued

Committee on Federal Standards for the Employment of Sociologists, Committee on Dissertation Awards, Task Force on Graduate Student Employment Pro- gram, Committee on the Fund for the Advancement of Research. Endowment Fund Campaign Committee. The Committee, as amended by ISO and AFS Councils, the Committee for Electronic Networks among Sociologists, Committee for the preparation of the 1987 ASA Membership’s Level Certification Examination and Committee for Special Award and Prize Nominations.


MOTION: To approve the 1988 Pro- gram Committee as submitted, Carried.

In a re-open to members session, Council considered an amendment to an agreement with the newly formed ASA-AAAS. A brief discussion resulted in the following re- sults:

MOTION: That the ASA apply to AAS for affiliation with Section Q on Education.

Disposition of Confidential Records. D’Antonio asked Council for guidance in dealing with the Depository of Con- fidential Records subject to the policy of the Committee on Freedom of Research and Teaching (COFRET) and the Committee on Professional Ethics (COPE).

MOTION: To task the specified COF- RET and COPE documents to the archives with the stipulation that they will be available to public ac- cess for a period of 15 years. Car- ried.

Council recessed for the day at 5:45 p.m. and reconvened in Executive Ses- sion at 7:00 p.m. on September 10.

1988 Scheduled Meeting, Atlanta, Georgia. Concerning the concerns re- garding the National Meeting in the ASA’s place to meet in Atlanta in 1988 (despite the state’s anti-sodomy sta- tute), Council expressed concern that the 1988 Program Committee had considered the matter at the most recent meeting, and wishes to convey its concern for the well-being of ASA members. Gans noted the American Sociological Association’s Study of Social Problems and the ASA Business Meeting resolution (see minutes of the quorum presented) recommended that the ASA not meet in Atlanta. Gans presented to Council a four part mo- tion reflecting the concerns of the President’s Committee. The motion in- cluded the following: that in principle the ASA never meet in any city whose laws place the Association’s members in criminal jeopardy as subject to them the civil and professional rights of the ASA should try to move the 1988 Annual meeting to a city that is not cur- rently incurring high financial costs for the Association or its members. If the con- tract with Atlanta cannot be ended, the ASA should enter into negotia- tions with the Mayflower Hotel, the Chamber of Commerce, and the Police Department, to ensure that ASA mem- bership is not perceived as per- mission to be included in the Annual Meet- ing program, that ASA members not have to violate their personal and professional values, and that the issues involved. During an extended discussion, Council considered the fact that the Atlanta situation, im- plications of the actions recommended by the Program Committee, and alternative strategies for action, Council ac- cepted the following:

MOTION: To request the Executive Office (1) to explore the feasibility of changing the current location of the 1988 Annual Meeting; (2) to main- tain the costs of a change in loca- tion; (3) to work with the Mar- rriott Hotel and Atlanta city officials regarding the problems and issues involved in moving to Atlanta, and (4) to report back to Council, via a mail ballot if neces- sary, Carried.

MOTION: To endorse the plan of the 1988 Program Committee to organize sessions with issues of discrimination. Carried.

MOTION: To direct the President and the Executive Officer to see that the issue of civil liberties and privacy rights be placed on the agenda of COSA and ACS, in the context of the Supreme Court’s decision in Roe v. Wade. Carried.

MOTION: To approve the report of the Committee on Federal Standards for the Employment of Sociologists. Council noted with appreci- ation the hard work of the committee during the past year and approved a request for its continuing operation.

MOTION: To approve the request from the Committee on Professional Ethics for the Employment of Sociologists to return $3500 to the ASA for the cost of the summer seminar for faculty members. Carried.

MOTION: To approve the Report of the Committee on Public Information. As Council Liaison, Bin presented and approved the report. Council discussed several proposals for press coverage at the Annual Meeting and uncertainty about the advisability of the actions proposed in the Committee report.

MOTION: To task the report submitted by the Committee on Public Information to the Committee on Education for a Distinguished Scholarly Publication. Carried.

Report of the Committee on Sociological Practice. Council heard a report from the Committee that the Past-Chair of the Section on Sociological Practice be added to the Committee as a regular, voting member with a one- time term.

MOTION: To approve the request of the Sociological Practice Section for that its immediate Past Chair serve on the Committee on Sociological Practice, Carried.

Determination of Turkish Sociologist. A report from Council of a situation in Turkey involving Turkish sociolo- gist Ismail Bagci, imprisoned for his research and writings on the Kurdish ethnic group. Gans asked that the ASA join international organizations (as Amnesty International, the IFLA, and AASA) in seeking Bagci’s release.

MOTION: That the American Soci- ological Association request that the colleague, Turkish Professor Ismail Bagci, be released from prison immediately and permitted to resume his professional teaching and re- search duties as a sociologist. Car- ried.

Progress Report of the Minority Fellowship Program. At its last meeting, Council reviewed the status of NIMH funding, the problems in securing the funds to cover staff salaries. He indi- cated that a joint resolution would be forthcoming from the Council for the Minority Fellowship Program and the MFJ Task Force requesting that the MFJ (Director’s salary to be assumed entirely by the ASA). Council asked that the resolution be resolved (awarded $10,000) in time for its December meeting.

Resolutions from Section on Socio- logical Practice. In separate items, Council asked for the report for repre- sentation on the Task Force for a Sociolo- gical Practice Journal and on the Committee on Distinguished Sociological Practice Award Committee. Council reviewed the procedure used in form- ing the Task Force which included con- sideration of the ASA officers, who had been asked to consider the process of the request for the next meeting.

MOTION: To approve the request from the Sociological Practice Section for that its immediate Past Chair serve on the Task Force for the Sociological Practice Journal, Carried.

MOTION: To approve the request from the Sociological Practice Sec- tion for that its immediate Past Chair serve on the Task Force for the Distinguished Career Award for the Practice of Sociological Selection Committee, Carried.

Guidelines for the Employment of Part-Time Faculty. Allen, as chair of the Council subcommittee charged with revising the guidelines, reviewed the actions taken by Council in January 1995, (i.e., that department reactions to a draft of the guidelines be solic- ited). Allen reported that only five replies had been received, which were considered in making revisions. Council dis- cussed consideration of the revised guidelines and the process and content of the document. Reference was made to CORPA’s request that the guidelines be circulated in their current form with a cover letter from the ASA Executive Director.

MOTION: To approve the revised “Guidelines for the Employment of Part-Time Faculty.” The guidelines, in the current form, were submitted by the Council. Although the American Psychological Association has reviewed these guidelines, he continues to represent his credentials as a social scientist and he is inflammatory stances on the issue of homosexuality. After discussion, Council passed the following motion:

MOTION: The American Sociological Association officially and formally states that it will not, as a matter of principle, consider any request for the employment of a sociologist, and endorses his con- sistent representation of sociological research. Information on this action and a copy of the report by the Committee on the Status of Homosexuals in Sociology, “The Paul Cameron Case,” is to be pub- lished in Formatics, and be sent to the editors of all regional and state sociological associations. Similarly, the Canadian Sociological Association with a similar purpose shall also send their members to Cameron’s frequent lectures and media appearances. Carried.

Council discussed how best to im- plement this action through a significant communication to all concerned. It was encouraged to work with other professional and other parties to inform the Executive Office of any instances in which Cameron claimed credentials as a sociologist or misrepresented sociological research.

Annual Meeting Registration Fee Policy. Council discussed a multi-part proposal for developing an Annual Meet- ing Budget Committee on the applica- tion of registration fees by sociologists and non-sociologists participating in special sessions. Two motions were proposed.

MOTION: That a walker of the Annual Meeting Registration Fee Policy Policy Council be appointed to the following: (1) to develop a draft of a policy on the proposed policy; (2) to present it to the Program Committee to partici- pate on Thematic/Plenary/Special Sessions Committee. Carried.

MOTION: To refer to the Executive Office and Budget Committee at the next meeting.
Minutes, continued

In December 1986 meeting, the decision was made to add the meeting to the agenda as well as the upcoming March 1987 meeting. The following changes were mentioned:

Proposal for Child-Care Support at Mid-Year Meetings. Council considered a proposal for a more formal service or reimbursement of child-care expenses for the ASAS. The proposed action was supported by several council members.

Continued in next section.

Section Reports

Section on Sociology of Aging

This year has been a period of growth and increased visibility for the Section on Aging. The section membership has grown substantially to 490 persons. In addition, the two program slots allocated to the section at the 1986 Annual Meeting were held during the time allocated for the section meeting. Program organizers for the meeting were Jeri Bass and Christine S. H. The meeting was well attended and the papers included a diverse range of topics.

Section on Comparative Historical Sociology

Continued regular research projects continue to produce some of the most exciting work in sociology, and this year's Annual Meeting was no exception. The renewal of the discipline as a whole, and its rapid growth over the past three years, remains among the largest of sections in the American Sociological Association. The section's membership has grown significantly over the past two years, as seen in the minutes for the 1987 Annual Meeting. Other activities for the 1986 year included:

- Election of Chair-Elect Wongs and E. Shen to the Section.
- Proposal to increase the number of Associate Editors from 4 to 7.

Section on Criminology

The last year has been a fruitful one for the Criminology Section. Among the more noteworthy events were the announcements of several prestigious awards, the election of new officers for the section, and the publication of three special issues of the journal. Other activities for the 1986 year included:

- Election of Chair-Elect Wongs and E. Shen to the Section.
- Proposal to increase the number of Associate Editors from 4 to 7.

Section on Sociology of Education

This year has been a period of growth and increased visibility for the Section on Education. The section membership has grown substantially to 490 persons. In addition, the two program slots allocated to the section at the 1986 Annual Meeting were held during the time allocated for the section meeting. Program organizers for the meeting were Jeri Bass and Christine S. H. The meeting was well attended and the papers included a diverse range of topics.

Section on Politics

This year has been a period of growth and increased visibility for the Section on Politics. The section membership has grown substantially to 490 persons. In addition, the two program slots allocated to the section at the 1986 Annual Meeting were held during the time allocated for the section meeting. Program organizers for the meeting were Jeri Bass and Christine S. H. The meeting was well attended and the papers included a diverse range of topics.

Section on Sociology of Law

This year has been a period of growth and increased visibility for the Section on Law. The section membership has grown substantially to 490 persons. In addition, the two program slots allocated to the section at the 1986 Annual Meeting were held during the time allocated for the section meeting. Program organizers for the meeting were Jeri Bass and Christine S. H. The meeting was well attended and the papers included a diverse range of topics.

Section on Sociology of Psychology

This year has been a period of growth and increased visibility for the Section on Psychology. The section membership has grown substantially to 490 persons. In addition, the two program slots allocated to the section at the 1986 Annual Meeting were held during the time allocated for the section meeting. Program organizers for the meeting were Jeri Bass and Christine S. H. The meeting was well attended and the papers included a diverse range of topics.

Section on Sociology of Science

This year has been a period of growth and increased visibility for the Section on Science. The section membership has grown substantially to 490 persons. In addition, the two program slots allocated to the section at the 1986 Annual Meeting were held during the time allocated for the section meeting. Program organizers for the meeting were Jeri Bass and Christine S. H. The meeting was well attended and the papers included a diverse range of topics.