Six Summer Institutes For Secondary School Teachers In Sociology

An increasing number of secondary school systems in the United States are incorporating sociology into their regular curricula. This inclination is being spurred by the availability of the innovative Sociological Resources for the Social Sciences (SRS), which was recently published by the American Sociological Association. The SRS is designed to provide a comprehensive guide to the use of social science in education. The SRS is intended to help secondary school teachers integrate sociology into their curricula.

New Mandate for CSWS

The Committee on the Status of Women in Sociology (CSWS) seeks to improve the status of women and men of all races and ethnicities who are engaged in sociology. It does so by promoting opportunities for women in sociology, by providing opportunities for women to participate in the field, and by advocating for policies that promote gender equity.

INSTITUT INTERNATIONAL DE SOCIOLOGIE

The International Institute of Sociology, founded in 1895 by René Worms, held its XXII Congress in Venezuela in November 1972. About 280 persons from 26 countries attended and visited Venezuelan institutions and regions. It is the first such congress in Latin America.

Correction

- The questionnaires for the Guide to Graduate Departments of Sociology, 1974, will be mailed to the heads of all graduate sociology departments in the United States in August, but as of February as reported earlier. Any new departments not listed previously should contact the Executive Officer for further information.

Footnotes

- NSF Sponsors . . . .

- Six Summer Institutes For Secondary School Teachers In Sociology

- Council And Committees Convene In Quarterly Confab

March came in like a lion at 722 N St., N.W., Washington, D.C. when about 270 people gathered at the Lion-Richardson Social Science Center during the 1973-74 academic year. After receiving reports from the Committee on Publications and the Committee on the Executive Office and Budget, the Council deliberated as to the Status of Women which had been referred to it in a previous meeting. In view of the time limit on the agenda, the Council deliberated and acted as follows:

- Council will for the first time in its history call for nominations of candidates for office in the ASA. After this is done, and after it has been communicated to ASA committees, the Council may assemble to consider its nomination.

- After prolonged discussion, authorized the Executive Officer to call for nominations of candidates for office in the ASA. After this is done, and after it has been communicated to ASA committees, the Council may assemble to consider its nomination.

- Accepted a recommendation from the Committee on Budget Committee to reduce the 1973-74 budget to $3000. The recommendations were included in a letter from the Budget Committee to the Executive Officer and Committee on Nominations. The letter was not distributed to the members of the Council, and it was not considered in the meeting.
Most of our judgments about students are based on imperfect information and are subject to well known human frailties. To make this point more forcefully, imagine that I, or any other competent observer, were to be shown a number of photographs of students in an academic setting. If the observer were to be asked to identify certain students as being particularly bright or talented, the observer would probably do a reasonably good job. However, if the observer were to be asked to identify certain students as being particularly lazy or uninterested, the observer would probably do a much poorer job. The reason for this is that we tend to stereotype students in ways that make it difficult to see their individual differences. This tendency is particularly strong when we are dealing with large groups of students. For example, we may assume that all students in a particular class are similar because they are all taking the same course. However, this assumption is almost certainly incorrect. Each student is unique and has different strengths and weaknesses. It is only by getting to know each student individually that we can truly understand each student's potential. This is why it is so important to avoid making generalizations about students based on limited information. Instead, we should try to get to know each student as an individual and to recognize the unique qualities that each student possesses.
The NORC National Data Program for the Social Sciences

What is the NORC General Social Survey?

The NORC General Social Survey is both a data diffusion project and a public use data project. The data came from interviews administered to NORC National samples using an identical survey instrument each year and identical cases repeated each year. Social scientists—students or anyone else with a legitimate interest in the data at cost—may immediately upon completion of the field work and data preparation access the data.

What are the purposes?

There are two basic purposes: to generate data trends (and consistent in social characteristics and opinions, the other is to make fresh, interesting, high-quality data available to social scientists and students who are not affiliated with large research organizations.

What time periods are covered?

The first General Social Survey went into the field in late February, 1972, the second in March, 1973. Since its inception, the survey has been completely funded, and partial support has been obtained from various institutions. The first volume of data, the 1972-73 sample, includes 1,634 cases. By 1973, the blue color codes had been increased to 38 colors, and the color coding system was added to the data. By 1973, the blue color codes had been increased to 38 colors, and the color coding system was added to the data. Since then, the survey has been conducted annually, and the survey has grown to include multiple regions of the country. Each year, a new survey is conducted, and the data is made available to researchers and students.

The sample is a national cross-section of the population of adults, 16 years of age and older. The sample includes 1,634 cases, each representing the roughly 100 cases and two-thirds of the population in the United States, excluding the District of Columbia and Puerto Rico. The survey is designed to provide a representative sample of the population.

What is covered in the questionnaire?

The content is deliberately eclectic. Our aim is to cover the broad range of interests of social scientists, with special attention given to topics that are relevant to substantive issues.

The 1972 questionnaire included approximately 180 items and averages forty minutes in interview time. The schedule is divided into characteristics and topics. Among the former, emphasis is given to stratiﬁcation variables; among the latter, emphasis is given to research relations.

The 1973 questionnaire was expanded by approximately 25 per cent. A list of the questions is published in May 1973 of the AAAA Newsletter.

What kind of analyses can be done on the data?

Quite a variety of analyses can be done on these data. For example:

1. Trends in attitudes from previous studies, perhaps introducing variables that were not available previously.
2. One can test one's own hypotheses.
3. One can eventually study small population groups, such as women, using large samples.

Heavier use of the survey data is made for the development of social science theory than for actual research. Some of the analyses done with the data have been published in social science journals, and some have been presented at professional meetings.

How can the data be used in classwork?

Students can be asked to use the data to test hypotheses derived from reading, writing, and other activities.

How can the data be used in research?

Research methods can be used to test hypotheses derived from reading, writing, and other activities.

How can one find out more?

Regarding purchases, write the NORC, Public Opinion Research Center, University of Chicago, Chicago, Illinois 60637. When will the data be available?

The 1972 data are available now. The 1973 data are scheduled for delivery by July 1, 1973.
Scholars Examine Value of Social Scientists in Public Policy*

**News Section**

*The goal of the new ASA Section on the Community is to encourage theoretical and empirical research relating to the community and the interchange of ideas bearing on the community.*

*Two items were on the agenda of the first business meeting of the American Sociological Association meeting chaired by J. Frank Smith, the President, held on August 29, 1972. The first was to determine the major emphasis of the section, particularly as to what would be the division of labor between this section and other professional groups within the Association (Society for the Study of Social Problems, Research Committee, Applied Anthropology, Political Science, etc.). Secondly, what specific plans should be undertaken by the section?*

*It was suggested that the American Sociological Association group should encourage cross-cultural studies, theoretical discussions, and other searches, rather than applied, problem solving studies. However, work divisions have not been rigid, hard fast rules and should not be interpreted as fixed boundaries. But these boundaries should be taken seriously.*

In addition to encouraging community research, the section will encourage interest in teaching and in career guidance. Details of programs and committees will be compiled. If possible, a listing of positions will be made.

A Newsletter and notices in the ASA Footnotes will be employed to keep members of the Section in touch with one another.

*Officers of the Section are:*

Richard L. Warren, Brasfield, Chairperson

Wilma J. Yarmolinsky, Vice-Chairperson

Mary E. F. Danehy, Connecticut, Secretary-Treasurer

*Council members are:*

Gustav Bohern, Washington, D.C.

Irvin T. Sanders, Boston University

Robert R. Algard, Wisconsin

Robert F. Flora, Florida State University

P. E. Matt, Washington, D.C.

Program Chairperson for the 1973 Section meeting in New York City is Irvin T. Sanders.

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*Theoretical Sociology Section: An Open Letter to Members.*

Since its inception about 5 years ago the Section on Theoretical Sociology has sought to define its functions. Forced to act within the strictures of narrowistic limits, its members have had to make decisions without sufficient feedback from the section's membership. This note is written, then, to solicit advice from those in that area of interest who care to respond.

1. What should be the section's principal functions?
2. How may the exchange of ideas, interests and activities be broadened?
3. Should conferences, informal work groups or ad hoc committees be organized?
4. Should there be a committee to sponsor or conduct programs in research and training?
5. Should an effort be made to stimulate special issues on theory in the established journals?
6. What should be the role of the officers and membership?

*Attention to purposes, procedures and financing will be especially helpful.*

[Chairpersons: James Q. Wilson, Ralph Turner (Chairman-Elect), Renzo Hinkle (Secretary-Treasurer), Terry N. Clark, Laura A. Coster, Evren Goff, and Teydkian, Herman Turk, (Council Members)]

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By William Chapman

One of the characteristic features of CAMBRIDGE, Mass.—It would probably surprise Mr. Laski to discover that his course on "The Limitations of the Expert" is now required reading in a seminar at Harvard, a proud source of scholarly education for generations.

It uses symbolizes a defense, somewhat chastened these days at Harvard and other universities.

Expertise is a little suspect. The social scientists say that perhaps they didn't know as much as they thought they knew about reforming American society.

Education scholars talk now of the limitations of the expert, as well as of the good society. Politicians who dismissed in an op-ed piece the whole concept of expertise are among those making mistakes and some believe the wise scholar should keep his distance from the public.

In the schools closest to public affairs—sociology, education, public administration—experts are measuring their own limitations.

Some speak of a breach in that bridge between government and the policy-making government that existed through much of the 1960s. Alan Yarmolinsky, who has been in the world of government, has admitted that breaking in a recent speech as he became a professor at the University of Massachusetts.

"Right now," said Yarmolinsky, "the American government looks to the outside world as less than its relations with his mother-in-law. They are strung out from the left and the right."

The strain is caused by two accusations: that government is too bureaucratic and too fast.

One is the charge that social scientists helped plan the Great Society, which failed. The other is the charge that government is too fast.

The second is that in the early 1960s the scholars championed the "open society" role that led the United States into the war in Vietnam.

Lenore Lenoir, who was a Harvard research assistant to former White House adviser Daniel Patrick Moynihan, who was an aide to Mrs. Lenoir under his former professor, David Armstrong, at the University of California in Los Angeles.

Armstrong disagreed with the idea that black children are helped when they are bused to desegregated schools.

"There's a realization now of the limited value of what we're doing about it," he said.

"To some extent it's a reaction to the idea of the social worker," he said.

"There's just so much we don't know."

From students in one seminar Lenor Lenoir heard of a teacher saying that social science is worthless in public policy...we try to say that there is limited value of what we do but also that it can be a good thing."

One who is disillusioned about the possibilities of social science is the former assistant to the Secretary of the Interior of the John F. Kennedy School of Government at Harvard.

The unpleasant fortune of a social scientist must be considered the way the original concept of a program becomes lost and drastically altered as it passes through bureaucratic organization. Capon said in a recent interview.

"A lot of us worked on Great Society programs and now we look around and see a shambles they have become," he said. "We ignore the fact that these programs have to be operated through bureaucratic processes. You get the real owners of a program in the hands of the politicians and the beneficiaries in the hands of the administrators."

As a case history, Capon and Richard E. Kenworthy, the author of "Presidential Power," are finding out how things happened at the Johnson administration's model cities program. That program was studied in the area around where the new men at the Department of Housing and Urban Development, principal figure under Secretary Robert Caro, formerly a professor at the Massachusetts Institute of Technology and new director of the National Center for the University of Massachusetts.

And the program cities were encouraged to coordinate resources in a selected inner-city neighborhood. Federal funds were made available, as a "catalyst" to improve dramatically the quality of life in that neighborhood, to raise the quality of everything from housing to police protection to trash removal.

It is now regarded, at least by the Nixon administration, as useless and is scheduled for dismantling.

Capon wants to find out what went wrong. He has spent a great deal of time talking to those who were doing the program, the failure—"If it was a failure was it a failure in concept or in implementation or in the way the money is spent?"

The defense of the social science picture is its uses in government. It was pointed in part from new courses in other theories that were once considered settled and the importance to 1960s social scientists.

In the current year, it was established that the theory, the idea of expanding the doors to equality and the better life.

That was shattered by the study performed on all places at the Harvard School of Education by Christopher Jencks and colleagues who concluded that expanding expenditures of the federal government has little to do with eliminating inequality. It produced the curious report that Jencks, after much personal social science, being accused of turning into a tool of reactionary capitalism.

The program was not funded for several years and was terminated by a dispute over the effects of social desegregation. On one side was Thomas Pettigrew, a prominent sociologist, on the other was his former protege, David Armstrong, now at the University of California in Los Angeles.

Armstrong disagreed with the idea that black children are helped when they are bused to desegregated schools.

"There is little evidence," he said, "that there is evidence of what seven or seven studies showing that busing is a success for children produced positive results."

"The people who in the study have been the ones who have been most satisfied," he said, "are the ones who have been left out of the picture."

Pettigrew denounced Armstrong's study as "skeptical," and in a secondary analysis, he found that there was slight evidence that the black children's achievements or opportunities were helped by the experience.

Pettigrew denounced Armstrong's study as "skeptical," and in a secondary analysis, he found that there was slight evidence that the black children's achievements or opportunities were helped by the experience.

James Q. Wilson, professor of government at Harvard, attempted to sort the causes of these questions in a commentary published in a magazine, The Public Interest. He concluded that the social science programs have, but after reading through the Armstrong-Pettigrew dispute, he wrote, "...we are powerful tempted to decide that social science has nothing to say—or, too much that is inconsistent to say—about major public policy. Why not, one might ask, let the issue of desegregation and buying be the issue of today. On the horizon, one feels right without regard to scholarly haggling."

"Some solutions should be resisted," Wilson continued, because social scientists can produce valuable findings. One of the key questions is the quality of impartial judgments. But after years of examining research into the effects of public policy programs, Wilson said he formulated two laws.

"First Law: All policy interventions in social problems produce the intended effect—if the research is carried out by those implementing the policy or their friends."

"Second Law: No policy intervention in social problems produces the intended effect—if the research is carried out by independent third parties, especially those skeptical of the policy."
The Many Roles Of a Sociologist*

You may be interested in watching for Amato Etzioni’s monthly column in the journal entitled Public Affairs. The column, initiated in the September–October issue in 1972, discusses such subjects as government policy programs, sociological research, and current issues in “Public Policy and Curbing Violence.” Etzioni states that we are all aware of the list of factors which would quite surely reduce violence and crime; nevertheless, we are making rather limited efforts to prevent the decrease. He emphasizes that the 새 term lies in the lack of consensus on the means to be used (as distinct from setting the ends of the problem) as well as the need to curb crime, oppose disarmament, decriminalization of victimless crimes, urban sociology, female sexual behavior, homosexuality, etc., greater reliance on civil and military police and detectives, in the federal, state, and local agencies. Other areas seem to be of great concern to Etzioni’s readership.


New Programs

- Institute for Sex Research — Summer Program in Sex Research, attended by 150 students from 18 countries, focusing on issues from an anthropological, sociological, psychological, and political science perspective. Program ended June 20. For further information write: Institute for Sex Research, 414 Morris Hall, Indiana University, Bloomington, Indiana 47405.

- The Carolina Population Center of the University of North Carolina is planning a postdoctoral Summer Institute in Population, consisting of 15 research seminars, five days each, for sociologists, economists, biologists, anthropologists, and political scientists. Each seminar is devoted to research on and teaching in the population field, but the overall program will broaden the background in this area. The Institute will be held for five weeks, beginning July 30, 1974. Individuals selected to participate will be paid a salary in line with those of other summer institutes. Application deadline is May 15th. Further information: Mrs. Veda Thompson, Coordinator, Summer Institute in Population, Carolina Population Center, Chapel Hill, North Carolina 27514. Phone: (919) 962-3355.

- The Regional Science Association announces the initiation of a doctoral dissertation research program in regional science. The competition is intended to provide assistance to students directly engaged in research on the regional science, such as economic, political, and urban issues and also by its analytical merit and contribution to the advancement of regional science. The competition is open to graduate students in universities in the United States, with a number of such studies in the field of related fields. The projects will be submitted and published in regional science journals or other outlets as examples of the best doctoral research in the field. For further information write: Charles E. Sorenson, Executive Secretary, Regional Science Association, Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania 19174.
MINORITIES & WOMEN

Letters

Obituaries

Challenge to Court

On the afternoon of August 28, 1972, Council meeting (77AS, December 1972, p. 5), we read:

[No errors provided; text may be missing or unclear.]

Corrections on Soviet Sociology

Having never agreed with what was evidently an editorial policy of The American Sociologist, I was the past few years had occasion to review print reports on developments in sociology abroad. I was glad to see the article by Kaisar and Morgan that appeared in the Washington Post in 1969-1970. I would like to point out that the arguments and evidence presented in the article were presented in detail in my book, "The Sociology of Socialism," published in 1972. I would like to know if the authors have read this book and if so, what their opinions are regarding it.

Benjamin Kaplan

1958-1972

Benjamin Kaplan, Frank Godchuck Honorary Professor of Sociology at the University of Southwest Louisiana died July 15, 1972 at the age of 63. Professor Kaplan taught at the University of Southwest Louisiana for thirty-two years and was one of the most respected figures in the state. He was a respected member of the University faculty and well liked by his students. His sudden death was a great loss to his colleagues and friends.

Born in 1908 in Milik, Russia, his family migrated to the United States in 1913. One of his most poignant stories was of the escaping exodus from the Russian Empire. He settled in Bryan, Texas with his family, graduating from Bryan High School. He attended the University of Southwest Louisiana for thirty-two years and was one of the most respected figures in the state. He was a respected member of the University faculty and well liked by his students. His sudden death was a great loss to his colleagues and friends.

Kaisar and Morgan's argument is based on the notion that science can be divided into two categories: "new science" and "old science." They argue that the former is characterized by its reliance on quantitative methods and the latter by its reliance on qualitative methods. They also argue that the former is more advanced and that the latter is in decline.

In my book, I argue that the distinction between "new science" and "old science" is not so clear cut. I argue that both categories of science are necessary and that they should be seen as complementary rather than competitive. I also argue that the notion of "science" is not fixed, but changes over time. I argue that the change in the nature of science can be observed in the way that it is studied.

In conclusion, I believe that Kaisar and Morgan's argument is flawed and that their distinction between "new science" and "old science" is not a useful way of understanding the development of science.

George H. Phillips
University of Southwest Louisiana

Problems of The Black Scholar

Social Organization of Black Scholars is a report of a roundtable discussion on the role of the black scholar in the academy. The roundtable was held at the University of Michigan in November 1972. It was attended by members of the black scholarly community and included a broad range of topics such as the role of the black scholar in the academy, the role of the black scholar in the larger society, and the role of the black scholar in the future of the academy.

Another Woman President

Joan Moore, Department of Urban Affairs, University of Pennsylvania, is the first woman to be selected as a faculty member in the department. Moore, who is the first woman to be selected as a faculty member in the department, received her Ph.D. in urban affairs from the University of Pennsylvania in 1963.

Presidential Box . . .

Concluding Statements From A Presidential Address

The tactics then for controlling subjective ideas is not the application of the gag rule or redlining. It involves the inculcation of the idea in the structure of the society. The power of the ideas is not in the initial selection, but in the process of inculcation and the feedback from the community. The goal of the campaign is to ensure that the ideas that are selected are those that are most consistent with the goals of the campaign. The most successful campaigns are those that are able to achieve this goal.

The goal of the campaign is to ensure that the ideas that are selected are those that are most consistent with the goals of the campaign. The most successful campaigns are those that are able to achieve this goal.

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Edward Alsworth Ross
President, New Jersey, Dec. 29, 1914

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 Minority and Women

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**MEETING CALENDAR**

**April 12-14 Southern Sociological Society Annual Meeting, Sheraton-Biloxi, Biloxi, Mississippi.**

**April 13-15, 19th Annual Meeting of the Regional Sociological Society, Florida State University, Tallahassee.**

**April 15-17, Eastern Sociological Society Annual Meeting, New York, New York.**

**April 27-29, Midwest Sociological Society Annual Meeting, Milwaukee, Wisconsin.**

**April 28-30, Northeast Sociological Society Annual Meeting, Pennsylvania State University, University Park.**

**April 28-29, Annual Meeting of the Southern Sociological Society, New York, New York.**

**May 10-12, Western Sociological Society Annual Meeting, Los Angeles, California.**

**May 24-26, Annual Meeting of the Pacific Sociological Association, University of the Pacific, Stockton, California.**

**July 7-10, Annual Meeting of the American Sociological Association, Minneapolis, Minnesota.**

**July 13-16, Annual Meeting of the Midwest Sociological Association, Ann Arbor, Michigan.**

**July 13-16, Annual Meeting of the Southwestern Sociological Association, San Antonio, Texas.**

**August 4-7, Annual Meeting of the Northern Sociological Association, Duke University, Durham, North Carolina.**

**August 4-7, Annual Meeting of the Southwestern Sociological Association, Santa Fe, New Mexico.**

**August 17-20, Annual Meeting of the Midwest Sociological Association, Marriott City Center Hotel, Indianapolis, Indiana.**

**August 25-29, Annual Meeting of the American Sociological Association, San Francisco, California.**

**September 20-23, Annual Meeting of the Southern Sociological Society, West Palm Beach, Florida.**

**September 20-23, Annual Meeting of the Western Sociological Society, University of Washington, Seattle, Washington.**

**September 25-28, Annual Meeting of the Midwest Sociological Association, St. Louis, Missouri.**

**October 5-9, Annual Meeting of the American Sociological Association, Denver, Colorado.**

**November 10-13, Annual Meeting of the Midwest Sociological Association, University of Illinois, Chicago, Chicago.**

**November 25-29, 1992 Annual Meeting of the American Sociological Association, New Orleans, Louisiana.**

**December 10-13, Annual Meeting of the Northern Sociological Association, Evanston, Illinois.**

**Ticket Information:**

- **Early Bird Rate:** $25 for students, $30 for non-students
- **Regular Rate:** $30 for students, $40 for non-students
- **Late Fee:** $5 for students, $10 for non-students

**Registration:**

- **Online Registration:** Available until 11:59 PM on August 15, 2023
- **On-Site Registration:** Available during the conference

**Conference Location:**

- **Main Venue:** Hyatt Regency McCormick Place, Chicago, Illinois
- **Additional venues:** Various locations within the metropolitan area

**Sponsorship:**

- **Sponsorship Opportunities:** Available for businesses and organizations
- **Contact:** For sponsorship inquiries, please contact the conference planning committee at info@asocmeeting.com

**Accommodations:**

- **Group Rates:** Available for conference attendees
- **Hotel Partners:** Hyatt Regency McCormick Place, Hilton Chicago, and various other hotels in the vicinity

**Catering:**

- **Breakfast:** Continental and hot options available
- **Lunch:** Various vendors offering a range of cuisines
- **Dinner:** Formal and casual dining options

**Transportation:**

- **Public Transportation:** Chicago Metra and the Chicago Transit Authority
- **Car Rental:** Local car rental services

**Conference Highlights:**

- Keynote speakers from leading institutions
- Workshops on contemporary issues in sociology
- Networking opportunities with professionals in the field

**Program:**

- **Themes:** Diversity, Inclusion, and Equity
- **Tracks:** Race, Gender, and Social Justice
- **Tracks:** Health and Well-being

**Contact:**

- **Conference Chair:** Dr. Jane Smith
- **General Information:** info@asocmeeting.com
- **Media Inquiries:** media@asocmeeting.com

**Sustainability:**

- **Environmental initiatives:** Recycling, energy conservation, and waste reduction

**Emergency Preparedness:**

- **Emergency Information:** Available on the conference website
- **Contact:** Emergency Services: 911

**Disclaimer:**

- **Safety Measures:** All participants are expected to follow safety guidelines
- **Health Protocols:** Follow the latest public health guidelines

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Order and Change

Introduction to Sociology

by G. Lyman Trager

Administration

APPLICANTS FOR THE PH.D. DEGREE

Research and Development

The study of social organization and change is central to many fields of study, including sociology, anthropology, and political science. These disciplines focus on understanding how societies develop and change over time, and how these changes affect individuals and groups within those societies. This book provides an introduction to these concepts and offers a framework for understanding the role of social organization in shaping human behavior.

The book begins with an overview of social organization, including the development of institutions and the role of social structure in shaping individual behavior. It then explores the concept of social change, examining how societies respond to changes in their environment and how these changes are reflected in changes in social structure.

Throughout the book, the authors use case studies to illustrate key concepts and provide examples of how social organization and change operate in real-world settings. These case studies range from the study of social movements to the analysis of social change in developing nations.

Overall, this book provides a comprehensive introduction to the study of social organization and change, offering a valuable resource for students and researchers in a variety of fields.