by Melvin L. Kohl, ASA President

In the years immediately following World War II, the United States enjoyed a dominant position in world sociology. Sociology had been largely destroyed on the continent of Europe by the Nazis and had not yet been developed to any marked degree in most of the rest of the world. In the following years, partly as a result of the European nations' re-importing their own sociologies back from the United States, partly as a result of sociologists everywhere learning from our sociology, partly as a result of indigenous developments, sociology developed rapidly, not only in the countries where it had been well-established before the War, but in many other countries as well. Today, U.S. sociology no longer holds a hegemonic position, but instead is part of a flourishing world sociology. I believe that this is a development to be applauded and encouraged. U.S. sociology and U.S. sociologists have much to learn from the sociologies and sociologists of other countries.

Cross-National Research in Sociology

Even more important, we have much to learn from explicitly cross-national research. The time has long passed, if it ever existed, when it is sensible to generalize from findings based on studies done entirely within the United States, without asking whether our findings are descriptive only of the U.S. or would apply as well to other developed countries, to other Western countries, to other capitalist countries, to other countries in general. U.S. sociologists are coming to understand and appreciate the importance of cross-national research and the value of keeping abreast of sociological research done by our colleagues in other countries.

Yet, in my opinion, we are still a bit parochial. The time is ripe to impress upon U.S. sociology—just as on the area specialists and those already engaged in cross-national research, but upon U.S. sociology in general—the value of cross-national research and of seeing our country in comparative perspective. As Chair of the 1987 ASA Program Committee, I would like the 1987 ASA Convention to contribute to accomplishing this purpose. I have therefore selected “Cross-National Research in Sociology” as the convention theme.

My intent, and the intent of the other members of the 1987 ASA Program Committee, has been to fashion a rather large set of thematic sessions that will deal with most of the major topics in sociology in terms of what is to be learned from a cross-national perspective and from cross-national research. We shall deal with most of the major social institutions—medical institutions, the law, social stratification, social class, education, formal organizations, science—and many of the major social problems—immigration and ethnicity, gender inequality, problems of the welfare state, world conflict—from this perspective. We shall also deal with some of the principal methodological and conceptual issues in doing such research. We thus mean to bring cross-national research prominently into the vision of the convention theme.

Candidates Announced for 1987 Election

The candidates for positions on ASA Council, the Committee on Publications, the Committee on Nominations, and the Committee on Committees in the 1987 election have been selected. They are:

COUNCIL
Richard T. Campbell, University of Illinois-Chicago
Randall Collins, University of California-Riverside
Louis B. DesJardins, University of Missouri
Bonnie T. Dill, Memphis State University
James A. Gottschalk, SUNY-Binghamton
Lennard I. Pearlin, University of California-San Francisco
Nancy Taus, Stanford University
Andrea Tynan, SUNY-Stony Brook
COMMITTEE ON PUBLICATIONS
Paul J. Dimaggio, Yale University
Barry R. Glassner, Syracuse University
Heidi F. Taylor, American University
Mary R. Zimmerman, University of Kansas
COMMITTEE ON NOMINATIONS
District 1
Robert R. Alford, University of California-Santa Cruz
Caroline Ewe, University of California-San Francisco

District 2
Joann Alden, University of Notre Dame
Margo Green, Cleveland State University

District 3
Elizabeth M. Almeida, North Texas State University
Anne L. Kellberg, University of North Carolina-Chapel Hill

District 4
John F. Fernandez, AT&T Communications
Sarah B. Gipson, Emory University

District 5
Janet Z. Giele, Brandeis University
Marta Trnka, University of Wisconsin

District 6
Sally T. Hillman, Vera Institute of Justice
Edward W. Lehman, New York University

COMMITTEE ON COMMITTEES
District 1
Francisco O. Ramirez, San Francisco State University
Wade Smith, Arizona State University

District 2
Joa-Chi Kim, University of Iowa

Mildred A. Schwartz, University of Illinois-Chicago

District 3
J. Michael Armer, Florida State University
Patricia Minion, Florida State University

District 4
Jeanne M. Biussi, U.S. Bureau of the Census
Ruth A. Wallace, George Washington University

District 5
Marie Bar-Zivin, University of Michigan-Flint
Marzy A. Strauss, University of New Hampshire

District 6
Vitaly G. No, Cornell University
Barbara Katz Rothman, CUNY-Baruch College

Additional candidates may be nominated through the open nominations procedure. Petition supporting candidates for the above positions must be signed by at least fifty (50) voting members of the Association and must be received at the ASA Executive Office, 1722 N Street NW, Washington, DC 20036, no later than January 31, 1987.

ASA Reaffirms Atlanta in 1988

After careful consideration of the resolution to relocate the 1988 Annual Meeting, ASA Officers and Council have decided that the 1988 Meeting will be held in Atlanta as scheduled.

The issue of relocation came about following passage of a resolution to that effect at the ASA Business Meeting on September 2. The resolution was sponsored by the Gay Caucus in response to the U.S. Supreme Court's decision upholding the constitutionality of state sodomy statutes. After the Business Meeting, Council directed the Executive Office to explore the feasibility of changing the Atlanta location and to ascertain the costs of such a change. The Office was also to negotiate all facets of the issue with Marriott and Atlanta city officials and report its findings to Council. Council also passed two other related motions. Regardless of the outcome of the Atlanta relocation issue, Council moved to endorse plans of the 1988 Program Committee to organize special sessions on the discrimination issues involved. Further, Council directed the President and Executive Officer to see that the issue of civil liberties and privacy rights be placed on the agenda of COSSA and CEA.

In late October, Executive Officer D'Antonio reported to Council the outcome of deliberations with the ASA legal counsel, the Gay Caucus, and the relevant officials from Marriott and Atlanta. The decision to remain in Atlanta was based on the high cost of reimbursing Marriott for losses that would be sustained in a relocation, assessments of the risk to members meeting in Atlanta, and a general sensitivity on the part of all parties to the issues at hand.

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7. Researching the Church
8. Sociological Perspectives on AIDS
9. ASAN/CSA Research Program
10. Teaching Column
11. Open Forum
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13. The Greatest Books of Sociology
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Stalking the Undergraduate Credit Hour: Some Ideas and Tactics

by Gerald Marwell, University of Wisconsin-Madison

It is my pleasure to write about Wisconsin’s undergraduate program. I don’t know what it’s like at other institutions, but at Wisconsin we have managed to maintain our overall course enrollments and the number of our majors. We have about 350 of the latter, and teach over 11,000 student hours (mostly in three-credit classes) per semester. We probably could teach even more undergraduate student hours, but we regularly run out of faculty to put in front of classes. Our high student-faculty ratio causes that the Dean loves us. We get to replace all depleted faculty. On the other hand, some of our faculty worry that we are purchasing quantity at the cost of quality. Many of our donors are very large. Our best students may drown in the sea of their “lower-half-of-the-class” peers. There is no free lunch.

And there is no formula for a “successful” undergraduate teaching program. Even if we could all agree on what we mean by “successful,” the conditions under which each department must operate vary enormously. We have different student bodies to serve, different research missions to integrate with our teaching, different levels of resources, different graduate students and different kinds of graduate programs competing for our time and effort. The design of a successful undergraduate program is therefore a kind of engineering job. You must be clear about your goals, understand the needs, character and expectations of your clients, be fortunate enough to be able to afford the right kinds of materials, and then be clever enough to arrange the arrangement of the materials they fill the promise of. Without institutional engineering, it may be that some principles or tricks that worked elsewhere would also work in your situation. For that they are worth, I offer a few of the features of Wisconsin’s program that I think (or perhaps guess) are related to our numerical success.

(1) Introduction to Sociology. The heroes of my first story are Thaddeus D. Russ per (now at St. Johns) and Jerald Hage (now at Maryland). In the early 1960s we were all at Wisconsin, and were assigned to a committee charged with worrying about a paradox: many non-sociologists were taking an introduction course, but they were giving it poor evaluations. Even worse, the faculty teaching introductory were having terrible dealing with the majors and non-majors. Two groups of students seemed to have very different interests.

In a situation we came up with was considered fairly revolutionary by most of our colleagues—it was, after all, more than twenty years ago. We had two Ted who cut the knot by suggesting that we abandon introductory as a requirement for other courses. Instead, Jerry argued, why not develop a "Sociology Coordination Report on the First Year"...
From the Past President: Report on 1986

Integrative Impuses in the Discipline

Of all positions in the American Sociological Association, that of Past President is the most rewarding. While occupying it, one can recover from the predictable responsibilities of the Presidency, enjoy the fruits of the Annual Meeting program just past and, as older experienced help in implementing the work of the previous year—having transferred responsibility to one’s successor. With the establishment this year of the American Sociological Foundation, one can even look toward a future in which the Association and discipline are secure. The year 1986 is, of course, most memorable to me. I want to comment on just a few of its many significant aspects, beginning with the extraordinary vitality and vigor of the Association. Only from the perspective of the Presidency can one fully appreciate the impressive work of our Committees (often drawing on their own resources); the imagination and dedication of the Association’s Editors and their Boards; the enthusiasm of the Sections, which, while pursuing their own interests, bring these together for the enrichment of the Association as a whole. Equally impressive is the vigor of the staff at the Executive Office, to say nothing of its remarkable resilience and hard work. No President could properly serve the Association without the help of these dedicated staff members.

The major task assigned to Presidents and their Program Committees is creation of the Annual Meeting Program. Among the exciting new features of the 1986 Program were the second annual Business Meeting and Award Ceremonies; the Distinguished Lectureships, in which foreign scholars addressed American sociologists and highlighted interdisciplinary as well as international faculty; the Foster-Sessions, with their face-to-face conversation between authors and interested others; the sessions on both public and private sources of research funding; and the added program component on “Uses of Sociology.” Building on the 1985 meeting’s emphasis on sociologists in government, this year’s sessions on the multiple uses of sociology practice dealt with “Sociological Issues in Business and Industry” and were devoted to selected topics of basic sociological concern that are also relevant to business and industry. This program component complements the Association’s inauguration of a Professional Development Program and its plans for a new journal on sociological practice.

The theme of the program, “Social Structures and Human Lives,” stimulated a wide range of outstanding papers, as well as two plenary sessions in which sociologists from widely disparate corners of the discipline reflected on their own professional lives and have been influenced by changing social structures.

Most striking, in my view, were the depth and scope of the presentations as a whole. In contrast with the early days when we were overwrought by 500 members convened in the then distant Denver for the 1951 meetings, nearly 3,000 participants came to New York. They could choose among some 200 sections, including didactic seminars, roundtables, professional workshops, teaching workshops, short courses, special sessions, and the many regular sessions which form the core of the program. As the President who called upon all these participants, both inside and outside of sociology, to share their ideas, time, and expertise, I feel lasting appreciation and admiration.

Although the goals of Association business allowed me to sample no fewer than a few of the varied sessions, I cannot pass without a high degree of admiration for the dedication and discipline of the speakers and discussions. The year 1986 was marked by important integrative impulses: to combine dynamic with static approaches; to entertain increasingly sophisticated and cross-disciplinary research; and to nurture the interplay between basic science, application, policy, and practice.

Apart from our personal recollections, the 1986 experience will be preserved through publication of selected papers and a volume in the ASA Presidential Series. If progress on the volume is slow, it is because—like the irony—Past Presidents, even with the splendid aid of a Program Committee and Editorial Associates, are confronted with all those “regular” tasks that were postponed during the year of Presidency, but can no longer be put off. Meanwhile, I am sure you join me in looking forward to 1987 and 1988. Mel Kohn and Herb Gans are telling us about new ideas and the further evolution of our common enterprise.

Matilda White Riley

1987 Annual Meeting
Palmer House and Towers
Chicago, Illinois
August 17-21, 1987

“Lost” Authors

The following is a list of past authors in ASA journals currently owed $25.00 or more in reprint permission fees by the Association. We have been unable to locate these authors through our membership, subscribers, or department records. If your name is listed below, or if you have information on the whereabouts of any of these authors, please write the ASA office and provide a current address so we may make arrangements to clear our records of any owed (no phone calls, please).

Shirley Davidson Adams
Alice Arthur
James C. Barker
Randy Brown
Barbara Blackwell
Adolf Blau
John Boddie
John Blatt
John C. Campbell
Clay V. Bristie
Margaret M. Clifford
Leonie O. Cook
James D. Cox
Davidston
Douglas D. Dumont
Ernesto Duguid
Louise De Lassence
Carolyn Duguid
James E. Ellis
David C. T. Evans
David D. Frain
E. Frankreich Freire
Richard C. Futter
R. O. Fitch
Elizabeth G. Gardens
A. T. Grady
John Haldeman
David W. Harlow
William W. Harmon
Christian Huber
Joseph Hylf
Hendrik H. J. Hyneman
Patrick Howell
Alan J. Johnson
James O. Kall
Norman D. Klein
Andrew D. Kohn
C. D. Lerner
Edgar L. Lerner
E. V. L. Lederer
Rene Levy
George D. Moffette
Michael H. Mosh
Mimie N. Moore
William S. Newman
Marjorie T. N. New
William Nester
Nancy L. Few
Frederic C. B. Feldman
Ronnie Toomer
S.S. Sengstak
Evvina M. Schwartz
Phyllis Scott
B.B. Seeman
Alexander Sheehy
Sue D. Seiter
Robert Sorenson
Ray A. Sommers
Marko S. Soski
Nigel Walker
Robert D. Weiss
Donald W. West
David Wilson
Richard W. White
Asian-American Science
M. Stein York

NAE/NRC Fellows

The National Academy of Education announced winners of its 30 Spencer Fellowships for education researchers, including the following sociologists: David P. Bier, Catholic University of America; Brian Powell, Indiana University; and Pamela Wolman, Indiana University. The National Research Council has announced its first recipients of graduate fellowships designed to increase the number of minority group students in graduate school. Sociology students and their schools include: Sharon M. Cochrane, Northwestern University; and Margaret Ehrhart, University of California-Los Angeles.
Subscriptions to COSSA Washington Update

The COSSA WASHINGTON UPDATE is the bimonthly newsletter of the Consortium of Social Science Associations, keeping readers informed of the latest developments in Washington, D.C. that could affect federally-funded social and behavioral science research. In addition, the update reports news of general interest to the social and behavioral science community including articles on developments in other nations. Annual subscription rates are $40 for individuals, $90 for institutional libraries, and $10 for overseas subscribers. To subscribe to the Update, send your check as purchase order to Consortium of Social Science Associations, 1201 17th Street, NW, Suite 500, Washington, DC 20036 (202) 887-0516. Sample copies may be requested by contacting the COSSA office.

Career of Distinguished Scholarship Award

The ASA Award for a Career of Distinguished Scholarship is an annual award honoring scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed significantly to the advancement of the discipline. Nominations are open for the 1988 Award. Previous award recipients were: Morris Janowitz, Reinhard Bendix, and Edward Shils. The recipient of the 1987 award will be announced in the Annual Program, with presentation of a certificate of recognition at the Annual Meeting in Chicago.

Members of ASA or other interested parties may request nominations to: Career of Distinguished Scholarship Award Committee, c/o A.A., 1722 N Street NW, Washington, DC 20036. The deadline for nominations for the 1988 award is March 1, 1987.
Update on Certification

by Lionel A. Mandelstam

Certification procedures have been in place since 1985 when ASA Council approved the implementation of a PhD Certification Program for inter-state recognition of certification. Since then, forty-six (46) individuals have been certified in six areas: Medical Sociology, 10; Demography, 9; Law and Social Control, 6; Demography, 6; Social Policy & Evaluation Research, 7; Or- ganizational Analysis, 6.

Recent interest in certification pre- dates implementation by a year. In January, 1984, ASA Council received the first of several reports regarding poten- tial and actual financial benefits which would re- sult from a case of licensing activities of various social science organizations. Those various organizations have ceased for license of their members and, in the process, attempted to define certain job categories as their exclusive domain. This has resulted in a dis- advantage to sociologists in the competitive- ness of their ability to compete in government, business, and industry.

In response to this situation, Council created a task force to investigate the possibility of introducing Certification. Its mandate was to draft guidelines and procedures for an ASA program designed to provide the title of "certified sociologist" on qualified members of the Association. Chaired by Edgar Borzage and including Otto Langer, Katherine Moretti, Barbara Wil- liams, and Maynard Owen, the committee worked on its task for the balance of 1984 and submitted a report to Council that August. Articles appeared regularly in Footnotes summarizing the work of the committee and its recom- mendations (March and October 1984, April 1985, and April 1986).

Specific procedures and requirements have been in place for the certification of sociological practitioners at the PhD level since 1985. Modeled on the certification guidelines developed by the Social Psychology Section of ASA in 1980, these general procedures serve as the basis for granting certification in the following broadly defined specialty areas: Demography, Law & Social Control, Medical Sociology, Social Policy & Evaluation Re- search, and Social Psychology.

These areas represent domains in which application of sociological knowledge is well established and in which substantial applied literature exists. It does not im- ply that they represent all such domains or that the boundaries of some of these areas are perfectly defined. The areas of specialization simply represent a reason- able starting point for a certification pro- gram that may well change over time and contain different, or more narrowly defined, domains of specialized applica- tion and practice. The specialty areas are identified in terms of content rather than particular research strategies because major sociological methods are equally applicable to a broad range of topics.

Although the areas of specialization are assigned distinct titles, they are not meant to be mutually exclusive. In some in- stances, therefore, applying for certifica- tion in one area or another is a matter of individual choice.

Regardless of area of specialization, individuals applying for certification must meet the following requirements:

(1) A PhD from a regionally ac- credited institution in the United States. Pre- or post-doctoral training should in- clude familiarity with relevant method- ological techniques and courses integral to the area in which certification is sought.

(2) At least two years of post-doctoral experience in the appropriate field of specialization. In most instances, this will have been acquired outside the con- tent of the university, under competent supervision, in an organization con- cerned with application of social science knowledge.

(3) Demonstrated professional competence.

(4) Submission of three letters of rec- ommendation, one from an ASA mem- ber.

(5) Full membership in the American Sociological Association and explicit agreement to adhere to the Association’s Code of Ethics.

(6) Payment of a $50 application fee. Payment of a $200 certification fee upon the positive evaluation by the appropriate Certification Committee that the applicant is qualified.

(7) Upon payment of an appropriate re-certification fee ($40 at present), and completion of any requirements for con- tinuing education that ASA Council may mandate, certification will be re- newed for additional two year periods.

Applicants who meet all of these re- quirements except that of expense will be provided a two year "Provisional Certification." Applications for certification are evaluated by a five member Certification Committee; three members suffice for a quorum.

Individuals interested in applying for certification may obtain materials by writing to: PhD Certification Program, American Sociological Association, 1722 N Street NW, Washington, DC 20036.

TRC Seeks Religion Submissions

The deadline for the ASA Teaching Resources Project in the Sociology of Religion has been extended to December 15, 1986. Although the editors would like to receive additional syllabi, the in- dexers greatest need are expository essay and notes for an annotated bibliography. For the latter, it would be helpful if individuals send information about even one book that they have used, either for student assign- ments or as a resource for the instructor preparing lectures and classroom materials. The orientation essays may convey either an overall approach to teaching the Sociology of Religion or a means of dealing with some specific problem or issue. Personen interested in writing such an essay should send a proposal or abstract.

Judging by early submissions, it also seems likely that there will be a special section on field projects—concerning, for example, instructors doing field research or on visiting religious rituals as research assignments.

Syllabi and instructions for field proj- ects may be sent to: Malcolm Muir, Library of the Sociology, Arizona State University, Tempe, AZ 85287.

Southern Sociological Society—April 8-11, New Orleans, Louisiana. Program Chair: Dr. George S. Johnson, Department of Sociology, University of South Alabama, 1621 University Blvd., Mobile, AL 36688.

Southwestern Sociological Association—March 28-31, 1986. Program Chair: Dr. John H. Lofland, Texas Tech University, Lubbock, TX 79409.

Southeastern Sociological Association—March 28-30, 1986. Program Chair: Dr. James W. Price III, Department of Sociology, State University of New York, Albany, NY 12222.

New England Sociological Association—April 4-6, 1986. Program Chair: Dr. James K. Gans, Department of Sociology, University of Massachusetts, Amherst, MA 01003.

South Atlantic Sociological Association—April 6-8, 1986. Program Chair: Dr. Jay L. W. McMichael, Department of Sociology, University of Arkansas, Fayetteville, AR 72701.

Texas Sociological Association—March 27-29, 1986. Program Chair: Dr. William E. Young, Department of Sociology, Texas Tech University, Lubbock, TX 79409.

Midwest Sociological Association—October 28-31, 1986. Program Chair: Dr. James W. Price III, Department of Sociology, University of South Alabama, Mobile, AL 36688.

North Central Sociological Association—April 1-4, 1986. Program Chair: Dr. James M. Duvall, Department of Sociology, University of Missouri, Columbia, MO 65201.

Midwest Sociological Association—October 28-31, 1986. Program Chair: Dr. James W. Price III, Department of Sociology, University of South Alabama, Mobile, AL 36688.

South Central Sociological Association—April 6-8, 1986. Program Chair: Dr. James M. Duvall, Department of Sociology, University of Missouri, Columbia, MO 65201.

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Texas Sociological Association—March 27-29, 1986. Program Chair: Dr. William E. Young, Department of Sociology, Texas Tech University, Lubbock, TX 79409.
Wisconsin, from page 2

a set of service courses aimed at freshmen and sophomores, consequence would not and impose excessive exposure to sociology. Service courses would allow students to look at the various aspects of society in which people, including students, are interested, a suggestion that has been made. We will fill the 6th passion for “relevance.” Prospective majors would get a provocative, re- laxed, first exposure to the field. Others would see sociology as it applied to society and their lives. “Introduction to Sociology” would then become more of a “principles” course, wholly aimed at the majors. We would expect most stu- dents who took Introductory to be junior who had decided on sociology, or sophomores who were considering soci- ology as a major.

The solution has worked wonderfully, benefiting us in many ways, some of them unexpected. We had already had a few “service” courses: Social Problems, Mar- riage and the Family, American Society. They no longer had prerequisites, and could be taken by any undergraduate, especially those who developed several additional courses: Criminal Justice, World Population, Human Sexuality, Women’s Organization and Sociology, (we did restrict students to taking no more than two service courses). By taking these large lectures we were able to afford to teach the principles course, and our other upper level, core, classes. We also allow our faculty of specialists to teach more specialized courses on In- troduction.

Providing all of these attractive stimuli to freshmen has not only filled up our overall enrollment, it has increased our majors. By exposing so many students to sociology we make it a possibility for mastering—students don’t usually choose to major in disciplines about which they know nothing. Hearing good books by sociologists makes being “turned-on” by them possible; does hearing a good speaker. Without first hand exposure, students know only the rumors and reputations of majors, and sociology has always suffered unduly in this informal marketplace.

4. Certification and Empowerment. The heroine of my story is Senora Wright, who was once at the University of Minnesota—Amherst. Wisconsin—Has com- pined her idea of a credential in social research that has proved to be popular, particularly, with many of our able students.

As many of us have been noised for several years, it seems that the majority of students today are more interested in their future employment, and the value of their degree in the job market, than they are in the intellectual content of their major. Typically, this has put soci- ology at a real disadvantage. Senora Wright’s idea was to realize that many of our graduates actually do use their training in their jobs, and that, more specifically, there is a substantial market for students trained in applied social statistics and general social research. Government agencies, not-for-profit or- ganizations, and businesses all need people who know how to collect, organize and interpret a variety of kinds of data. To evaluate programs, to anticipate market changes reflected in census and other statistics, to make reports on policy and the programs, etc. Many sociology departments have actually been teaching people for this kind of work, and this data indicates how many of them in fact work, and this data indicates how many of them in fact demand skills really are, before deciding on a major.

In any case, Don Colantonio de- veloped a Wisconsin version of this program, which we call a “Certificate in Analysis and Research.” In this program we require that students take our two graduate statistics courses after they fin- ish the introductory requirement. In addition, they have some other course requirements (completed by some choice courses) and must either take student internships have proven popular. They are now regularly requested by several of our students, and a few private research firms have also served as intern- ship sites. Unexpectedly, one of our most difficult tasks has been preventing these organizations from giving the interns too much responsibility too soon. To make the internship academically meaningful, it is accompanied by a special course for which the student must write a research paper. This program has attracted many of our best students. As a side benefit, our experience indicates that other than turn these students into non- intellectuals and vocationalists, almost half the graduates decide to go on to graduate school. It is, in short, an effec- tive recruiting mechanism for advanced social science. It should add that we also have a successful internship program in “criminal justice” that we share with other social science departments, for which sociology is currently the

general partner.” This program has more than 50 (juniors and Seniors, and also may be at its reasonable limits.) The key is sociologists need. The heroine of my story is definitely Joan McAdam, our full-time under- graduate advisor, who has been much of the yeast for undergraduate morale, as well as much of our recruitment (see Footnotes). McAdam has shown that she has saved us from ourselves. Before she was hired, the faculty were trying to do the undergraduate advising, each faculty member being responsible for about 10 students. It did give students some contact with faculty, but many of us did poor jobs of advising, and none of us did my outpost. Besides, many of the students were somewhat afraid of faculty, and not at all eager to come to them with questions. We had not keep in touch with students. We had terrible files. We did not find out about career opportunities. Nor, I suspect that many of us didn’t think soci- ology was a “practical” undergraduate major.

A professional advisor who shares the culture of the faculty gives the students a non-threatening advocate. Joan McAdam grades the students, or evidences a negative opinion of their intellectual capacity. She is always in their corner. (She writes more than half of our letters of recommendation for undergraduates.) Such a supportive kind is often possible in a Department less forbidding, more positive, more enjoyable, and more personal. Joan also sees the positive career possibilities of a sociology major. Unlike the rest of us, she knows that you don’t have to be a professional, or be at the top of your class, to use your sociology. She is more enthusiastic and helpful than most professors can let themselves be. If they want to keep— their dignity. She also is able to take the student’s point of view in discussions of departmental decisions, and help us help the students.

As sociologists know, the one thing we can count on is that things will change, so we had better be prepared to change with them. We think it is useful to experiment with the undergraduate program, trying new approaches to see if they work for the students, and for other objectives we have for our department—such as maintaining student hours and majors, recruiting excel- lent students, and improving the workloads to reasonable levels. These objectives may seem easy, but with practical engineering courses we could ask at the expense of quality student education in sociology.

Annual Meeting Media Papers Published

Papers on the media presented at the 1981 Annual Meeting are now the focus of an edited book. Media, Audience and Social Structure. Sandra Bell-Robckel, Washington State University, and Mark Kantor, American University, contacted the many panels who pre- sented papers on the media at the San Antonio meetings. The editors wanted to alert readers that the study of the mass media and mass communications requires the recognition that commu- nication audience, and content must be studied within the social system in which they exist. These papers speak to that system of mutual influence. The book is published by Sage University. The 1981 Annual Meeting has left an important legacy.
Researching the Church from Within

by Carla B. Hovesty

Quite a few sociologists once left roles as priests, rabbis and pastors to enter graduate school in sociology. Some of them use their sociological training to study churches, religion and their former colleagues and communities. Sociology of religion is a viable specialty, supporting several professional organizations and journals. One opportunity for professional work finds sociologists working for church research departments.

Marie Cornwall is part of the research staff for the Church of the Jesus Christ of Latter-day Saints in Salt Lake City, UT. All of the Mormon Church’s research is now centralized in the Research and Evaluation Division of the (appropriately named) Correlation Department. Across the country, Stephen Hart calls the Lutheran Church of America his boss. He is the Associate Director for Survey Studies in the Department of Planning, Research, and Evaluation as part of the LCA’s Office of the Bishop in Philadelphia. Both have combined several religious commitments, graduate work in sociology of religion and research methods, into exciting and significant work for a large, formal organization client: a denomination.

The Diverse Possibilities for Church-Based Research

Marie Cornwall began working in the research office when it opened in 1978, when she received her MA from Brigham Young University. The initial staff of three people has grown to twenty in that decade, including four sociologists, a demographer, several psychologists and an anthropologist. Cornwall’s work covers a variety of research, demography, evaluation, and cross cultural studies.

Cornwall

For example, much of the evaluation research conducted by the office examines the impact of church-sponsored programs and activities. Often “success,” or the intended outcome, is the development of faith, a challenging dependent variable for any researcher. The research team has worked on the measurement of identity, religious experience, and religious change, efforts that have implications for sociological theory and basic research. As she studied reasons for dropping out of religious activity, Cornwall faced some of the inherent dilemmas of client-oriented research. “We found in the process of talking with people in the organization that there existed very definite assumptions about how people develop religious faith and what caused them to drop out of religious activity. In doing our research, we needed to test out these assumptions as well examine alternative models.” Part of working within an organization and then having the church as a client is the need to collect the information. They are interested in, as well as the kind of questions that arise from current literature and the sociologist’s own intellectual curiosity.

Cornwall’s role as anthropologist in working on a project in Mexico. The focus of the project checked the “fit” of church programs designed in the U.S. to the cultural traditions of Mexican church members.

Perhaps no other religious group has enlisted its professional sociologists to remain active in the faith and contribute to its self-reflection more than the Church of Jesus Christ of Latter-day Saints. Rodney Stark has suggested that the “miracle of Mormon success makes it the single most important case on the agenda of the social scientific study of religion. From the Mormons we can see how a successful movement differs from the thousands of failures. Moreover, not only are we fortunate to have such a movement available for study, but we can also hope to profit immensely from the extraordinary efforts of Mormon social scientists to study their faith. Through the years, I have consulted with many denominational research departments and have read countless reports of their results. I have often been very favorably impressed. Yet, the research efforts of other denominations have, in a sense, paralleled with the quality, scope, and sophistication of the work of the Mormon social research movement. One might as well be comparing missionary efforts.”

Cornwall embraces this challenge. She has been the President of the Society for the Sociological Study of Mormon Life. The LCA has a hard act to follow, but they are working diligently. For four years, Stephen Hart has worked in a four person research department attached to the office of the presiding bishop of the Lutheran Church of America. He has faced himself in the middle of a social movement as the LCA merges with two other Lutheran synods. He has been on the staff as an observer and thus having sat in on the meetings of the Commission for a New Lutheran Church and conduct surveys research to test a number of their plans before they become policies. “I’ve gotten responses, for instance, to proposed guidelines for ethnic/racial and gender representation on governing boards. This is satisfying work, in that the results get used for right away, and have a real impact or decision-making. It is technically challenging with regard to questionnaire wording, given that people on both sides of an issue such as representation guidelines have their ears pricked for any bias. Church work poses special methodological dilemmas. Hart works on the surveys that are part of the panel study called the Lutheran Listening Post. Sampling procedures are particularly sticky since all lists of members are in the hands of the congregations, which cherish their independence and also keep records of varying quality. Add the merger of three synods with different procedures and the complexity mushrooms. The research department includes special samples of panel pastors as well as rank-and-file church members. On some topics, they’ve drawn special samples of parishioners with high minority group membership.

Lessons for Graduate Schools

Cornwall and Hart compiled their PhDs, at Minnesota and Berkeley respectively, with specialties in sociology of religion but without plans to have jobs within a church organization. Hart is reflecting on his graduate work, each speaks persuasively for a broad based graduate program with experience in client-oriented work. But they are not disciples of qualitative research. Hart’s preparation emphasized qualitative techniques; he’s learned most of his survey and sampling skills while on the job. Cornwall says, “probably the most valuable training I received from a course in theory construction. The value of the course was the emphasis on drawing in information from a variety of sources, recognizing the interconnections and then identifying appropriate propositions and hypotheses.” She also speaks highly of a three course sequence she took in complex organizations, and of course on policy that wrestled with the political pressures and ethical dilemmas of client-oriented research. Above all, she advised students to resist a narrow research focus in their graduate work. Her recent assignments have used survey research, structured and unstructured interviews, content analysis and cross cultural field work. The phenomenon under study has ranged from the study of factors associated with the performance of local congregations, market research examining why individuals do or do not subscribe to church publications, and research from a social psychological perspective on the processes of faith development.

The Practical Uses of Church Survey Research

Hart’s work is equally diverse. He notes several practical functions off the LCA’s research, on which it expands almost 2% of its budget. First, the church wants baseline information on its members, including attitude data about upcoming policy decisions. Like many clients, a church wants to minimize conflict and avoid alienation of its members. A second trust it needs assessment. In one of the Lutheran Listening Post surveys, church members were asked about crises and transitions they had experienced in their family lives, what kind of support they had received from the church and what they would like to have received. “In a sense, this is the ecclesiastical equivalent of market research,” says Hart. “We find out about unmet needs which the church could better fulfill.” A third practical use is to monitor demographic changes in church members such as number of children, work patterns of the parents, marital status and so on. The LCA research office evaluates its programs. For example, the LCA has programs designed to educate church members about the health cases of world hunger. Members taking part in the education programs were surveyed before it began, at midpoint and at the program’s conclusion to see the effect of the lecture. Hart paid particular attention to the use of survey research to engender a feeling of participation on the part of our respondents. Hart had the feeling that the church is responsive.

Principled Functions of Research

In a speech to the Lutheran Theology-Related Seminary, Hart made a convincing argument for some of the principles that should be taught in church-related seminaries.

The church is a special kind of research client. “If we think of religion as something we market to a group of consumers and customers, we are in danger of perspective on the church when we think about it in that way. People of God. It is important to listen to lay people and how they bear witness to God’s Word in their daily lives...” In the midst of secular vocations, in the midst of all the dilemmas and situations of ordinary human life, we need to put Jesus in the actual situation of particular community. The church and the human life. Hart adds the insight of context to his work; he uses sampling techniques to get a better assessment of church membership. Cornwall shows her training in family sociology at Minnesota in articles about religion over the life cycle and parental influence on youth religiosity. Both express satisfaction with their positions in applied research. Although Hart reminds us that “church research is intended to serve the church, not the discipline. Development of church-related research has been done, and we have full of professionals reporting on their experience. Hart and Cornwall have written full of articles on sociological surveys that clearly came out of that applied research. These two people have struck the exciting blend of mixing religion and research in organizations where their insights are making a difference.

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Membership Survey

Please return the membership survey that you received (or will receive) when you renewed your ASB membership. When you receive your dues payment, we send you a packet with a membership survey. Watch for it, use them, and please—as fellow researchers—return the survey. Thank you.
Sociological Perspectives on AIDS

by Elton Berg

Undoubtedly a medical emergency, AIDS is also a social crisis. The domain of public opinion, interest and concern for AIDS—thus it demands our sociological attention. This article will highlight some of the strategies undertaken by sociologists in a variety of settings are doing on AIDS.

"AIDS is terminal." These are the words of Albert Chabot, a medical sociologist at Macomb Community College in Detroit, whose specialty is death and dying. Because life is terminal and also soci- cial to its last breath, sociologists, Chabot insists, cannot leave research on dying to the psychologists or intervention to the doctors. Chabot is currently utilizing his previous research on terminally ill cancer patients and their caregivers to develop an intervention program for persons with AIDS.

Chabot, with a physician, and a social worker are the co-founders of a special research program called Wellness. Chabot characterizes Wellness as a networking organization whose primary focus is persons with AIDS (and others) information about relevant medical and social resources in the Detroit community. Wellness operates with volunteers in twenty-four Detroit hospitals. Chabot feels that an important aspect of caring for complex organizations has been useful in facilitating the introduction of Wellness into existing hospital settings.

An important component of the Wellness program is a training program called "buddies," which refers to one-on-one attention to persons with AIDS. Chabot participates in training these volunteers, sensitizing them to factors which are always present in dying and to factors which are peculiar to the AIDS situation. Generalized factors include: (1) denial, which can help keep a patient committed to life; (2) anger over losing control of one's body and future; (3) isolation because others feel helpless or frightened and stay away; and (4) financial stress. Factors specific to AIDS include: (1) despair on diagnosis because AIDS is almost universally fatal; (2) loss of self-esteem because AIDS is stigmatized as a sexually transmitted disease; (3) social isolation and curtailment of services because of fear of contagion and/or homophobic harassments. Education about dying and expecting death. Wellness buddies offer friendship and comfort to persons with AIDS. Their contribution, Chabot hopes, will be to secure for the patient as much dignity and control, and connection with others—of wellness—during the terminal illness.

"AIDS is our vaccine." AIDS is caused by a virus for which we do not have a vaccine. Therefore it is impossible to transmit the virus. It is transmitted (through the semen or blood of a carrier into the bloodstream of a recipient) and about behavior which puts individuals at risk. And it is imperative to disseminate this information, for, as Martin Levine, former Chair of the ASA Gay Caucus, says: "Education is our vaccine.—our only vaccine.

Sociologists are interested in AIDS education at the macro level of program design and the micro level of education within their communities. Because most of the examples offered here are of educational programs directed towards homosexual men it is important to note that other groups are at risk and are the targets of these programs. In drug-ridden areas, the homosexual partners of bisexual men or drug abusers who have been in infected mode, and (to a diminishing extent) homosexuals and other recipients of blood trans- mitted to any all at risk. For each of these groups and for a generally anxious num-

2. Kampf, who has been a director of AIDS education for two California or- ganizations and is now a consultant in private practice in Sacramento, works at the macro level. He is called upon by organizations and public health de- partments to design education programs for local communities.

Kampf says that especially in smaller towns, where the gay population is largely closed, he draws upon the traditional qualitative research methods to enter the community and estimate the size of the gay population, map its structure, and learn about its current level of consciousness about AIDS. This ethnographic research is the first step in designing and costing an appropriate education program. In a desired com- 

munity, where few men belong to gay organizations, information must reach through other channels: bars, adult book stores, and through general public education. Kampf draws a parallel between educating homosexual men about safe sex and educating adolescent girls at birth control; in both cases education avert personal tragedy. Personal tragedy is often reflected in AIDS morbidity rates. Kampf reports that there were highest in California counties which have not well-designed and funded AIDS education programs.

Levi Kampf's work on progress design is at the macro end of the spectrum of AIDS education activities. At an inter- 

mediate position is the work of Martin Levine who tours camps and communities to speak about AIDS policy. At the micro level of the spectrum is the work Peter Nardi does in his own academic community.

A professor at Pitt College, Nardi has written for AIDS about the contrasts and health service of the Claremont Colleges. He sees on the committee which is presently struggling to articulate a policy a deal. As AIDS if it occurs on campus, and he has been responsible to homophobia 

A review of Nardi's writing on AIDS reveals that effective education the public AIDS is complicated by two factors: homophobia viewpoints and still slow knowledge about AIDS. One of his most frequent responses to homophobia claims is that correlation is not causation: AIDS is caused by a virus and not by homophobia with which it is merely correlated. Moreover, it is not homophobia per se which is associ- 

ated with AIDS (after all, lesbians have the lowest rate of incidence); rather, cer- 

tain behaviors which occur frequently among gay men are associated with the transmission of the virus.

The sketches of our current knowledge is apparent at this point: all the co- 

factors, their relative importances, and their interaction are not fully under- 

stood. Factors Nardi cites as important for the success of the virus include: (a) multiple sexual partners which increases the probability of encountering and be- 

ing infected by a carrier; (b) the disease course which damages tissues and ren- 

ders the bloodstream vulnerable; and (c) alcohol and drug abuse which damages the immune system, lowering resistance

prior to infection or dying incubation. If more appropriate, Nardi con- 

tions, for heterosexuals to write AIDS off as a gay disease than it is for homosexuals to rationalize that it will not affect them. We must all, he insists, move beyond denial and anger to acknowledge AIDS as the viral threat it is. And until another vaccine is found we must all participate, as learners and teachers, in education.

Research is the foundation. Undergirding AIDS education is basic research. Wil- liam Darrow, Research Sociologist at the Centers for Disease Control, recently summed up the strides medical and social- 

science AIDS research has made since 1981: "Much has been learned in the five years since the first cases of AIDS were reported; the etiologic agent has been identified, sexual tests to pro- 

tect the blood supply have been developed, and recommendations for the prevention of AIDS have been pub- 

lished. As more is learned current rec-

ommendations will be revised."

Sociological understanding also comes first. In many research contexts and others de- 

veloped sociograms in which AIDS patients in several far-flung cities were talked through sexual contact. These men and men were questioned about their sexual practices, and thus specific behaviors associated with the transmis- 

sion of AIDS were uncovered. The in- 

formation was, and continues to be, foundational for AIDS education and prevention programs.

Nardi has participated in research at the Centers for Disease Control which has addressed a number of vital ques- 

tions: Which segments of the population are at risk? What is the rate of incidence within each high risk group and in the society in general? What factors in- 

fluence susceptibility? How is the virus transmitted within high risk groups and to low risk groups? Which behaviors be- 

havioral modifications in sexually trans- 

mitted diseases? Historically, what so- 

cial factors account for the spread of AIDS? Methodologically, what effect does the interviewee's gender or the interview setting have on interviews about sexual behavior with gay men? Some of this research has isolated the behaviors associated with AIDS and led directly to the sex guidelines used in education. Darrow's work on "Health Behavior and Sexually Trans- 

mitted Diseases" proved beyond in- 

dication to the processes of education and behavior modification. In develop- 

ing a theoretical model Darrow points first to general factors which research has shown determine health behavior: (a) knowledge, beliefs, and values about health; and (b) sociocultural factors in interaction with personality. Then he points out that sexually transmitted dis- 

eases are unique in that behavioral de- 

cisions (e.g., to use condoms) are made by a couple. While it is appropriate, he concludes, to study the sociocultural context of AIDS for some purposes and to study the individual risk-taker for others, the couple is the most appropri- 

ate unit of analysis for understanding the process of behavior modification. The Centers for Disease Control does research on-hour and turns research to the public elsewhere. The breadth of its in- 

quiries is unique in AIDS research.

Other institutions, with different resources and research, each -to research on AIDS at Memorial Sloan-Kettering Cancer Center, feels it is

important for a research team to focus its efforts: "to chip away at a piece and stay with it for depth."

The processes of AIDS education and behavior modification are art. In this the piece of the problem Siegel has chipped away for Memorial Sloan Kettering. They currently are analyzing the data from a study of sexual behavior of gay men completed the past two years from structured interviews and a self-administered questionnaire. Want- 

ing to stay with this topic for deep- 

2. They say that they have applied for a grant to do un- 

structured interviewing directed at understanding the subjects' definition of the situation.

While findings of this survey research are not yet available, Siegel has publish- 

ed several papers in this area. For instance, noting that brochures are not yet prominent for AIDS education, Siegel and two co-authors did a content analysis of all the brochures they could collect from around the country. (22) They found that many brochures fail to educate and even cause change as fully they might. For in- 

stance, many brochures aim for fear. While this is an important strategy, but their descriptions of risky behavior and guidelines for safe behavior are so passive (e.g., "not being the behavior is risky") or ambiguous (e.g., recommending reducing partners with- 

out offering specific guidelines on how [male homosexual behavior] to be the cause that is ambiguous change or, worse: denial.

Giving up risky behavior requires powerful motivation, denial of risk often precludes this. In another study of 133 valued educational material, sociol- 

ogist Laurie Bauman report on the fre- 

quency with which gay men under- 

stand the risk minimization of their behavior, (4) They found that despite knowledge of what constitutes a risk, men whose re- 

ports of their actual behavior indicates they are at high risk consistently under- 

estimate their risk. Unrealistic optimism, idiosyncratic weighting of risky be- 

havior, and handling their anxiety with denial account for this underestimation.

Siegel keeps coming back to this theme of anxiety: it must be high enough to motivate change but not so high that it triggers denial. Siegel and Bauman found 47% of their sample en- 

gaged in high-risk activities, 26% en- 

gaged in low-risk activities, and 28% en- 

gaged in safe activities during the most recent period of sexual activity with that an educational challenge remains and, more optimistically, that education- al efforts have made a difference. The best indication that education has led to behavioral modification comes from the Centers for Disease Control which re- 

ports a recent decrease in gonorrhea among homosexual men. Because of its longer incubation period it is too soon to know if the incidence of AIDS will also decrease, but it seems logical to think it will.

An area of particular concern to the public is the likelihood of the spread of AIDS from the high risk populations in which it is concentrated to the general population. One possible model for local institutions. Thus the Centers for Disease Control are sponsoring research on the precaution of the HTLV-III virus in pro- 

stitutes located in a number of cities.

One of the research sites is southern Nevada where the Clark County Health District is participating in the study. So- 

ciologist Carole Campbell, who has just

Continued next page
ASA/NSF/Census Research Program

by Arnold Reznek, Program Coordinator at the Census Bureau

The American Statistical Association/ National Science Foundation/Census Bureau’s Research Program brings accomplished researchers and advanced graduate students engaged in research under the auspices of the Census to conduct projects related to Census Bureau data or methodology. The program, supported by NSF and the Census Bureau, and is administered by Arnold Reznek. The first Research Fellows arrived in the summer of 1978, and since then 32 Fellows and 23 Research Associates have participated (creating the current group). They have worked on a broad range of projects in statistics, sociology, demography, and economics.

The following is a brief description of each of this year’s projects. It is exciting that four of this year’s seven Fellows are working on a range of issues related to the Survey of Income and Program Participation. SIPP is a new survey that provides, through personal interviews, detailed demographic information on the socioeconomic background and household characteristics of a large national sample of the U.S. population. This project is an example of a type of study that is of great interest to the research community but which has received insufficient attention due to limitations of data available before SIPP.

Fieldwork in the Rapoport-Segal Program (Project: Black-White Differences in Household Structure, Their Economic Correlates, and Implications for Public Policy) is attempting to use SIPP data to help describe and explain observed changes in family structure and economic well-being, particularly those relating to differences between blacks and whites. The results will yield further understanding of the effects of these variables on household policy implications as well.

David Hill of the Survey Research Center (Project: "Recall Error in the SIPP") is using SIPP data in conjunction with available validating data from such sources as the Panel Study of Income Dynamics (PSID) vissily study, to investigate the effects of length of recall and conditioning and the quality of measured variables in SIPP. Beyond increasing understanding of the data and the reporting process, this project's purpose is to investigate techniques that can be employed at the estimation stage to understand and correct for the effects of recall error on monthly reports.

The SIPP is perhaps unique in that its design makes such analysis possible. Murray Hill of the Survey Research Center, University of Michigan (Project: "SIPP-CP-PSID Income Comparisons and the Role of Household Composition Change") is investigating the sensitivity of income estimates to the treatment of household composition change. The treatment of household composition is considerably less straightforward among samples from the PSID and the Current Population Survey (CPS)—and these differences in treatment and their implications for income estimates obtained from the surveys. This project should increase understanding of the income estimates obtained from these surveys.

Steven Hillenmeyer of the University of Kansas ("Time Series Methods for Survey Estimation") is attempting to apply the methods of time series analysis to the problem of estimating the values of a time series at regular intervals (e.g., monthly) based upon the results of a survey. The time series approach is to be used to augment the current practice, in which sample survey methods are used that are appropriate when estimating a population value at a fixed point in time.

This past summer, Dr. Hillenmeyer worked with researchers at the Census Bureau to estimate the practicability of this approach. The results were encouraging, and he has now returned to Kansas, where the research is being supported by a fellowship from the National Science Foundation.

Frank Lichtenstein of Columbia University (Project: "Econometric Investigation of the Reliability of SIPP, Census and Other Research and Development (R&D) Survey Data") is using econometric methods to evaluate the reliability of the NSF-Census R&D survey data and other sources of R&D data at the company level. This project could make a significant contribution to the statistical quality control of the Census Bureau's industrial R&D measurement program.

Frances Willemsen of the Netherlands Interuniversity Demographic Institute (Project: "Combining CPS, Decennial Census, and IRS Record Data to Estimate State-to-State Migration") is attempting to develop methods for estimating migration flows of data by combining data from these sources, which provide the required data base for producing consistent annual state and national population projections. This project will contribute to the development of a general statistical method for the indirect estimation of demographic data. Applications are currently being sought for 1987-88 fellows and associateships. For further information, see the fellowship announcement elsewhere in this issue, or contact me at Room 1613-S, Bureau of the Census, Washington DC 20233; (202) 735-3846.

AIDS, continued

moved from the faculty of the University of Nevada to California State University-Long Beach, is the project director of this project.

It was Campbell who originally suggested the inclusion of this site in the study because it offers an opportunity to supplement data gathered from postal questionnaires and incarcerated prostitutes in other locales with data from women regularly employed in southern Nevada's legal brothels. The principal advantages of including brothel prostitutes is that they are a fairly stable population that can (a) be a central group for other prostitute populations and (b) be available for longitudinal analysis.

Campbell has begun interviewing the brothels; she hopes to collect about 30 interviews from women who work as a brothel.

The interviews focus on the sexual history and drug history of the woman; critical questions of interest to the investigators concern the prevalence of the virus, whether it is more frequently contracted through drug use or encounters with bisexual men, and whether prostitutes are modifying their sexual practices in any way (e.g., supplying their customers with condoms).

Finally, I want to mention the research of Samuel Friedman of New York University, Drug Research, Inc., on the potential for self-organization among intravenous drug users. Friedman notes that organizations of gays have been effective in promoting information on AIDS and expressing the community's demands for research and treatment programs. As a consequence of their better self-organization the gay population is better educated than the IV population about AIDS.

There are several strong inferences to self-organization among IV drug users. The addict's time, attention, and money are largely consumed by the addiction leaving little resources for other activities. Moreover, stigmatization and legal repression make organization and the visibility that implies, seem dangerous. Nonetheless there is some evidence, in the Dutch junkiebooks and in a New York group called ADAPT, that self-organization is possible.

Friedman argues that the self-organization of IV drug users to combat aids be encouraged. Specifically he suggests that the mass media give attention to this idea, that professionals in drug abuse programs facilitate such efforts by their clients, that public agencies contribute financial support and that the gay community and public health community contribute moral support to such efforts.

Where do we stand? A number of the sociologists interviewed for this article had wish-lists of future AIDS research and programs; and a number expressed concerns that neither public policy nor the discipline is responding adequately to this social problem. As Martin Levine, Peter Nardi, Karelyn Segel, and Beth Schneider. "There is not a problem faced by AIDS workers in this field has been solved that they often do not know of one another's work. An important step was taken at the Annual Meeting to remedy this problem.

Sociologists working on AIDS as researchers, educators, and activists at and formed the Sociologists' AIDS Network (SAN). A steering committee was elected: Samuel Friedman, Martin Levine, and Karelyn Segel; and an agenda of activities was planned: the publication of a newsletter, the compilation of a directory of sociologists in the field, and the development of a bibliography on the social dimensions of AIDS. Anyone interested in more information about SAN, or a membership form, should contact Martin Levine, SAN, Department of Sociology, Bloomsfield College, Bloomsfield, NJ 07003.

To conclude: we have seen that sociologists working on AIDS have approached it from several different perspectives: death and dying, epidemiology, medical sociology, and gender and homosexuality. Peter Nardi suggests that the AIDS phenomenon might offer sociologists from even more specialties cooperation. The dynamics of changing social patterns, the support system in the marginal population, the influence of the media on attitudes, and the unresponsive areas of friendship, love, sexuality, and emotion. Sociologists cannot address the medical emergency called AIDS but they can address the social crisis it reflects. This article has tried to show the variety of ways this is happening: through the development of new topics, through education, and through research.

FOOTNOTES
I want to thank the following individual for interviews and/or material help in preparing this article: Laurie Bauman, Candie Campbell, Alice Cha-Bo, William Darrow, Samuel Friedman, Michael Germain, Lene Kemi, Martin Levine, Peter Nardi, Karelyn Segel, and Beth Schneider.


Coser Appointed PBK Scholar

Lewis A. Coser, Distinguished Professor of Sociology, Emeritus, at the State University of New York at Stony Brook, has been appointed a Flora B. Kappa Visiting Scholar for 1986-87. A former president of the American Sociological Association, his interests include "Reflexive Functions of Social Conflict, Men of Ideas, Masters of Sociological Thought, and Ex-Fugitive Scholars in America: Their Impact and Their Experiences."

As a participant in the Visiting Scholar Program, he plans to pursue his travels to nine institutions: Luhu, Whitman and Lafayette College; Washington State, Texas Christian and Harvard Universities; and the Universites of Oregon, New Mexico, and Wisconsin. During his two-day stay at each institution, he will meet with students and faculty members in a variety of formal and informal sessions, including classroom discussions, seminars and public lectures. His lectures will cover such topics as: Evaluators as Gatekeepers; Are Intellectuals Obsolete?; Sociological Theory; and The History of Sociology.
Problems Foreign Students Face as Teaching Assistants

by Ashir Mabli, Adrian College; and John Lennon and William Ewens*, Michigan State University

In sociology, like other academic disciplines, many of the roles and responsibilities of students are graduate students from other countries. Some of the teaching difficulties that these foreign students experience may be similar to those experienced by American teaching assistants. But not all foreign teaching assistants may not only encounter these general problems of teaching, but also those of teaching classes in a language and environment very different from those in which they have been used to. For instance, they may confront difficulties that arise from other professional peculiarities. Concepts, words, symbols, and gestures all have a cultural specificity which may vary from country to country, culture to culture, and from one country to another country. The only way one can learn these meanings and overcome language barriers is to try to attempt to learn, interact, and appreciate the new culture and its people.

Because in a way a course of some of these unique problems that foreign students may encounter, the students assist in the teaching American college sociology courses. We will limit ourselves, in all of this to a few points foreign student teaching assistants can do to better relate themselves to the course instructors and to the nature of the course to which they have been assigned. Here are some suggestions:

Check out the course and the professor. If you are given the opportunity, ask the instructor about the organization, the content, the requirements, and most importantly, the tasks being assigned to you as a teaching assistant. Try to gain some information about the professor’s expectations toward you.

What role will you have in the course? Will you be required to attend classes or to attend a few seminars with the students? What will be your responsibilities? You will probably need to complete a certain number of tasks, etc.

How to interpret and discuss with students the main points of the lectures or readings, get involved with the students, and in all cases, have a chance to discuss and make your points. This is the most important aspect of teaching. In all cases, you may feel embarrassed or avoid asking questions regarding things you have heard but do not understand. In interactions with your professor and colleagues, don’t be afraid to ask further questions and clarify those instructions that you do not understand. At all times, you don’t have to be clear. Sometimes, when a professor is assigning new tasks or explaining the issues to be discussed in your session, you may not follow them or may not be sure what exactly is being expected of you. Furthermore, you may feel uneasy about asking further questions in front of other teaching assistants. In general, you should try to overcome these disquieting feelings and attempt to eliminate sources of misunderstanding or uncertainty as soon as possible. Even if you are not able, for some reason, to get further clarification from the professor, ask your peer TAs for help.

Understanding the main points of class is an important aspect of teaching. In any class you take, there is a great deal of material to be covered. It is your responsibility to make sure that you understand these points and that you can help your students understand these points. The main points of class are: the reading assignments, the class readings, and the class notes.

Relating to Teaching Assistant Peers

As compared with the course instructor, one’s TA peers are often far less experienced in teaching and less remote.

Exchange alterations: One useful thing is, then, to be made a bargin with an American teaching assistant for that person to come into your section and listen how you handle a given topic. Reciprocally, you might arrange to sit in on the class of an American TA and listen how that person handles specific issues, questions, and topics. One important difference here is that with a TA colleague you may not be subject to the same scrutiny they would be with the course instructor. Or you might prefer to arrange such an exchange with another foreign TA—perhaps a more senior person—to achieve this required feedback.

Adapting your course: Foreign TAs often come from cultures which are more uniform than the American TAs. The instructor is supposed to be the expert, and to have the answers to all questions that arise. It becomes important to learn that in American schools, instructors in American are not always expected to have all the answers on any question. It is expected that in every class some things that we recognize that we don’t know or understand. The foreign TA may at first be embarrassed to admit such ignorance, because that might not be the way their instructors behaved when they were undergraduates in their home country. They thus sometimes need to re- minded that in American schools it is sometimes appropriate to say to students, “I don’t know the answer.” Instructors might also invite foreign students to talk about the things that they find most difficult to teach or questions they had difficulty handling.

Relating to Students

In addition to relating to the outside world, below are listed several personal organizational strategies.

Develop a class study plan: Foreign TAs may find it helpful to develop a study plan for individual classes they teach. They should be encouraged to realize that they do not have to cover every thing the instructor or the textbook says. This involves writing out in advance the ideas they are trying to get across in each class. Some foreign students find they have difficulty getting into students’ heads in the 90 minute class period. A better approach is to concentrate on the three to five points which you want to communicate and concentrate on these main ideas.

Self-assessment: After the class, make a self-assessment of what you tried to teach, and what you need to be further clarified in another session. Also be reflective on your teaching performance and performance improve in the future. This will give you a beginning guide for self-improvement.

Emphasizing redundancy: Some foreign TAs come from cultures in which the mark of being a highly educated person is to talk as much as you can, and never allow for silence. This is often a strategy for being in control. It is particularly important for them to slow down so students can reflect, take notes, raise questions, and, of course, involve adding some measure of redundancy to your teaching style.

Another strategy is to involve students to understand the organization of your presentation may involve writing out the main points on an overhead transparency or blackboard. This can help provide structure and give students the key ideas in your lecture.

In addition to these issues concerning how foreign TAs can better relate to their teaching assistants and to themselves, there are also issues related to the actual teaching process itself. This latter topic will be the focus of the next article in this series.

*Ewens handles the ASA teaching workshops and day camp in the future. He can be reached at: Department of Sociology, Michigan State University, East Lansing, MI 48824; 517-355-6653.

Correction

The October issue of Footnotes had an article on contributions to the Minority Fellowship Program. Inadvertently, it omitted Alfred McClung Lee from the list of contributors. Our apologies.

Attend the Teaching Workshop on Establishing Research Centers

The Center for the Study of Local Issues, Anthe Amundel Community College, Arnold, Maryland and American Sociological Association’s Teaching Service Program will sponsor a teaching workshop on “Establishing Local College and University Research Centers.”

The workshop begins at 9:30 a.m. on Thursday, March 19, and ends at 4:00 p.m. on Friday, March 20, 1987. Registra tion fee is $60.00 at 2:00 p.m. on March 18, or from 8:00 a.m. on March 19. Please make your own reservations well in advance. The fee includes continental breakfast and lunch as part of its registration fee. Other meals are taken at the participants’ expense.

Further questions will learn about the development of research centers and the current use of research methods in local public, educational, and community research projects. The workshop fee is $230.00 for ASA members.
Open Forum

Antunacipated Retirement Obstacle

Before retiring from teaching, I participated in a Midwest Sociological Society Roundtable on retirement. As I recall, there were five of us. Two of us were planning to continue on beyond "retirement" as professional sociologists. The others had already given up on sociology. They would occasionally return to the field, particularly to renew personal friendships. They complained about current journal articles being incomprehensible. The excitement about sociological research and dialogue on social issues was nearly gone.

This year, two years after my own "retirement," I attended another session on the same subject at the ASA Annual Meetings. The session had been upgraded to a regular session. Perhaps 20 participants were present.

In contrast to the earlier roundtable participants, nearly everyone there expected to retire and was talking about life after a retirement. In this sense there would be no retirement. Still there was a concern to avoid a "hard landing" and a hope for a "soft landing."

I suspect that experts on retirement will have few successes in their efforts to reassure those less fortunate in our financial preparation. Academic life tends to make us too dependent.

The Practice and the Discipline: Why Must We Choose

It was a gray morning; the day had begun with freez ing rain. I was sitting, at any desk in a state office, facing both the gloominess of the day and the dreariness of my day's work.

The Monday mail was my first break to work after a two-week vacation. Upon my return home and to the office, piles of mail awaited me. Included were several journals from the sociological associations to which I pay dues. In recent years, I have found little use for most of these, but overall the association memberships do provide me with a link to the field I embraced as an undergraduate and graduate student.

One of the journals waiting for me was the first issue (Volume 1, Number 1) of Sociological Forum, a new journal of the Eastern Sociological Society. It included two articles of particular interest in a section of the journal called "Notes and Reviews." One of these was an essay by Daphne George-Kanata about the history of "youth turk" movements in sociology. I discussed four articles on this topic with other sociologists to influence the discipline. The other, by Charles Perrow, discussed a heretical view of sociology—how the author had made a name for himself in sociology.

Reading the articles, I thought about my own situation, my position as a sociologist (anyway, someone with a PhD in sociology) working for a state government bureaucracy, doing applied work for bureaucratic policymakers. The arti cle concerned with discipline's relationship to its image of sociology as a living discipline. Perrow talked about getting published: how, where, why, when. Daphne George-Kanata talked about having an impact (or not) on the field. Together these articles brought attention to sociologists today, writing, doing, and even, to some extent, thinking.

The works were interesting, but I felt apart from the ideas. I've grown accustomed, over the years since I left academia, to the alienation and anger I feel when lip service is given in association roundtables to sociologists working outside of the academy, the need for and goal of inclusiveness is expressed in the newsletters, but is not pursued by the journals or the association meetings. Even when there are relevant meeting sessions, applied or practicing sociologists are still viewed as outsiders—second-rate sociologists. The ideas from those papers made me feel all the more distant.

For one thing, my thinking is no longer wholly academic—it's become political, social, and economic. My work, my writing, has become increasingly theoretical (a derogation in my graduate school days). I've come to think of research as a practical-policy-oriented endeavor. In my position of a college teacher, I thought as I stood in front of my classes or as I conducted the sociological studies of my dissertation, the concern was not with the matter of how society was and continues to be constructed. I thought of the relationship of social structures and culture, of how institutions of society were and are created, maintained, and changed. Now I think less about those things, I think, instead, of the political implications of my work: not of what it contributes to the knowledge, but rather of what it contributes to policy. Reading Perrow and George-Kanata, what stands in front of me is that there is a reconfiguration of the discipline. I feel that the discipline is losing its sense of itself. Instead of being an academic sociologist, I do not regret my decision. Despite its force as a bureaucracy, the state has actually done little to discourage me from being primarily academic on my own time.

The problem for me is that my academic colleagues have yet to figure out where we fit in the world of contemporary sociology. Maybe Perrow and George-Kanata are speaking of a general rot, of a world that we have given up. I assume they have not, if they describe sociology today, then they describe a world that is strictly limited, and from my viewpoint in practice as well as my own. I am not sure that we are the primary sociologists, more than we did when we lived amid theorists.
NIMH Research Grants

The National Institute of Mental Health (NIMH), a clinical research grants to sociologists for 1986. These awards total slightly more than $5.6 million. Of the 86 grants awarded, the dollar amount is far less than last year, when 62 research grants were supported at a total of $26.3 million. This year’s awards support 12 new and 25 continuing research projects. These other projects received supplements to their budgets. For information on the types of research NIMH will consider funding, program announcements, and application forms, contact the Grants Management Office, National Institute of Mental Health, 6001 Fishers Lane, Rockville, MD 20852.

Recipients of awards, along with project titles and amounts received, are listed below:

New Projects

Elliot D., Delfont, S., Behavioral Research Institute; “The Dynamics of Deviant Behavior,” $571,103.

Fish, Dafydd, University of Hawaii at Manoa; “Victims of Rape: Stress, Coping and Psychological Consequences,” $226,655.

Koukou, Jouk R., Wayne State University; “Mental Health and Social Change: A Life Course Perspective,” $57,034.

Koeller, James A., University of Colorado at Boulder; “Gender Role and Emotional Distress,” $52,620.

Steck, Steven J., Auburn University; “Suggestion and Socioeconomic Status of Perceived Health,” $18,773.


Dye, Clyde, San Diego State University; “Mental Health Among Hispanic Immigrant Families,” $23,254.

Levin, N., Washington University; “Epidemiological Catchment Area Program, $30,851.

Supplements


Koeller, Linda S., Benjamin Rose Institute; “Coping for Elders and Mental Health of Family Members,” $32,505.

Koeller, N., Washington University; “Epidemiological Catchment Area Program, $30,851.


Klausen, John W., Memphis State University; “Social Mobility, Race, and Women’s Mental Health,” $72,337.

Sociologists Win Guggenheim, NSF, ACLS Fellowships and Grants

Five sociologists have been selected to receive Guggenheim Fellowships and eight graduate students have been awarded NSF Fellowships. The American Council of Learned Societies released the names of the seven sociologists receiving fellowships and grants. Guggenheim Fellowship Recipients chose “on the basis of unusually distinguished achievement in the past and exceptional promise for future accomplishments” are (name, affiliation, proposed study):

- Paul D. Allison, Sociology Department, University of Pennsylvania; “The estimation of linear models with incomplete data.”
- Funt, F. A., Social Science Department, University of Wisconsin; “Models of development and aging across the lifespan.”
- James S. House, Survey Research Center, University of Michigan; “Social structure, social support, and health.”
- Mark Townsend, Sociology Department, University of California at Santa Cruz; “Vicarious as a form of revolutionary culture.”

NSF Fellowships for Graduate Study recipients (name, institution, and graduate institution) are:

- Jarl R. Brown, Wesleyan University, University of Chicago.
- Lisa D. Bruck, University of Connecticut; University of Wisconsin at Madison.
- Juan K. Finkelstein, Stanford University; University of Wisconsin at Madison.
- Philip G. Garofalo, University of Pennsylvania; University of Frankfurt (West Germany).
- Lloyd G. Grant, Harvard University; University of Oxford (Britain).
- Charles T. Kass, Harvard University; University of California at Berkeley.
- Elizabeth L. Kean, Northwestern University; University of Wisconsin at Madison.
- David L. Volpe, Ohio State University; Harvard University; University of Wisconsin at Madison.

New Beneficiary Survey from Social Security

The Social Security Administration’s Office of Research, Statistics and Information Policy announces the availability of a public use data tape for the 1982 New Beneficiary Survey (NBS). In this survey, 8,389 persons were interviewed in October-December 1982 and their responses were linked to administrative data on benefits. The NES contains representative samples of new social security beneficiaries who are retired, workers, disabled workers, and survivors, divorced workers, or surviving divorced wives. It also has a representative sample of persons aged 65 or older who are entitled to Medicare benefits but who have not yet received social security (OASDHI) cash benefits. First findings from the NBS are being published in the Social Security Bulletin, SSA’s monthly research journal. The survey questionnaire contains the following topics: household composition, employment history; job characteristics of the current, last and longest job; other employment not covered by social security; health; sources of income, and income received in the last 3 months; asset holdings and income from assets; marital history; and child care.

The data set costs $150 and is available on one reel of computer tape. For further information, write to: Joel Fishman, Office of Research, Statistics and Information Policy, Social Security Administration, Room 2-B2 Operations Building, 4001 Berwood Boulevard, Silver Spring, MD 20910; (301) 564-4540.
The Greatest Books of Sociology

by Delbert C. Miller, Indiana University

What are the greatest books that have influenced Sociology over its history? I asked myself this question when I was assisting in the celebration of the 100 years of Sociology (1885-1985) at Indiana University. The list to be assembled had to be limited to 55 books so that they could be edited in 5 large volumes in the Lilly Rare Book Library on the university campus. In my long sociological life I had never remembered seeing such a list. Does one truly selective list exist anywhere?

I began with an examination of Social Theory texts and found considerable confusion concerning the authors singled out by the authors. But I needed more than theoretical giants. I wanted persons who had made major impact on the field, especially those who had moved sociology into more vigorous scientific and quantitative channels. I went to histories of sociology and searched for consensus among the nominations of outstanding researchers and designers of social measurement. Some agreement began to appear. I assembled a tentative list of books and secured the judgments of my colleagues. They named books that had missed. In fact, they named so many more I could not use all the nominated "great" books because of space limitation. Moreover, they named books appearing in the last 20 years there was less and less consensus. I was forced to make some final judgements.

Distinguished Contributions to Teaching Award

The Selection Committee for the ASA Distinguished Contributions to Teaching Award invites nominations for the Award, which will be conferred in 1988. (The February 15, 1987 deadline permits the Committee adequate time to collect supporting materials on nominees.) Nominations should be made for outstanding contributions to teaching and learning of sociology, and may seek to recognize the career contribution to teaching and learning of an individual teacher, a specific project such as a major textbook, a course or curricular innovation, or a teaching technique. The award may be given to an individual, a department or institution, or to the other collective actor. Anyone making a nomination should be aware that the purpose of the award goes beyond recognizing individual excellence in classroom performance. If an individual is nominated, it should be on the basis of a career contribution to teaching or learning, some effort or activity that went beyond the nominee's particular students and affected the teaching of the discipline as a whole, or some identifiable segment thereof. Nominations should include the name of the nominee, a statement explaining the basis of the nomination, and appropriate supporting materials (e.g., vita, course materials, textbook, or other evidence of contribution). Please make nominations no later than February 15, 1987 to Richard J. Gelles, Chair, Distinguished Contributions to Teaching Award Committee, Office of the Dean of the College of Arts and Sciences, University of Rhode Island, Kingston, RI 02881.

I nominate the following ( ) individual( ) collective actors as a candidate for the 1988 Distinguished Contributions to Teaching Award:

Name __________________________________________
Address ________________________________________

(Signed) _______________________________________

I can be reached at the following address to provide supporting materials:

(Print name) __________________________________
Address ______________________________________

A Letter From The Publisher

Continued from FOOTNOTES November issue

Professor Maurice N. Richter's ideas and subsequent manuscript — soon to be a book entitled EXPLORING SOCIOLOGY — appears to be the kind of text I wished to publish.

An introductory text should, it seems to me, introduce the subject matter of a discipline in a way that permits one to have some perspective and to see what is worth pursuing further. Richter's book does this in a way that is pleasing to the scholar as well as to the novice.

In fact, rather than heavy dry text, the presentation is an enjoyable experience that reads like the unraveling of a mystery novel. It gives the tantalizing feeling that one is familiar with much that is being said, since we all live in society, but also with the feeling that things are being summarized with clarity and purpose.

This text has many virtues, and the reader will discover them quickly. It has a good sense of history, and much of sociology has to be viewed as an attempt to understand history. It selects problems that are central to sociology, and treats them with relevance not only to the culture we live in, but with an appreciation of other cultures. And, in the broad sense of the word, it treats sociology as science without becoming either rigid on the one hand or becoming pretentious on the other. This book is simply good sociology and good reading.

To be published in February, 1987 — send for a copy today.

F. Edward Peacock
President

F.E. PEACOCK PUBLISHERS, INC.
ITASCA, ILLINOIS 60143

Robert E. Park, Introduction to the Science of Sociology: The City
Edward Alsworth Ross, Social Psychology, Social Control, The Foundations of Sociology
Edwin H. Sutherland, Principles of Criminology, White Collar Crime
William F. Ogburn, Social Change, Recent Social Trends
F. Stuart Chapin, Experimental Designs in Sociological Research
Phetsom A. Sorensen, Social Mobility, Social and Cultural Dynamics
Robert S. Lynd, Middletown, Knowledge for What?
Karl Mannheim, Ideology and Utopia, Men and Society in an Age of Reconstruction
George A. Lundberg, Social Research, Can Science Save Us?, Foundations of Sociology
Talcott Parsons, The Structure of Social Action, The Social System
Call for Papers

CONFERENCES

Center for Army Leadership Thrust Area Annual Conference, May 5-7, 1987, Kansas City, MO. Theme: "Command and Control: What is it, How is it Measured?" Federal, state, and local law enforcement agencies and the U.S. military are invited to submit papers for this conference. The deadline for submission of papers is April 15, 1987. Address submissions and inquiries to: Sam Endress, Center for Army Leadership Thrust Area Annual Conference, 1000 Science Dr., Suite 210, Beaverton, OR 97007-5637.


Family Violence Research Conference, November 2-4, 1987, University of New Hampshire, Durham, NH. Pakistan's new government is wary of the escalating physical and sexual abuse, physical and sexual abuse of women and children, and the empirical findings about the effects of family violence. The goals of the conference include: to present the latest research and discussion of issues related to family violence; to present papers and research findings; to encourage discussion; to be held in New Hampshire, Durham, NH.

Conference on Family Violence Research for Practitioners and Policy Makers, November 2-4, 1987, University of New Hampshire, Durham, NH. The goals of the conference are to inform practitioners and policy makers of current research in the area of family violence in general, and to present research findings that contribute to the field of family violence. The paper topics will include: Preventing and treating family violence; The impact of family violence on children; Family violence in the workplace; and other areas of family violence.

Funding

Fullbright Collaborative Research Grants will be distributed in 1987. Grants are available to all countries of the world, with the exception of the Eastern European countries, the USSR, and India, for academic and professional excellence supported by critical Теперь and four letters. Applicants may be citizens of the United States of America. There are no restrictions on field of study. Applicants must be U.S. citizens to receive the grant.

Meetings


February 3, 1987, American Association for the Advancement of Science 1987 Annual Meeting, Hyatt Regency, Oh lington, VA. Call: (202) 326-5500 for further information.


March 19-20, West Virginia Under- Graduate Research Conference, Marshall College, Jackson, TN. Contact: Rodgers Sites, Chair, Department of Social Sciences, Marshall College, Jackson, TN 3001.

March 29-31, Southern Graduate Conference in Psychology, University of Kentucky, Lexington, KY. Contact: James McCauley, Chair, Department of Psychology, University of Kentucky, Lexington, KY 40506.

Media, continued

Naomi Gerstel, University of Massachusetts, Amherst, had her paper on blame for divorce, presented at the AAA, Massachusetts, University, in New York, cited in the October 5 Boston Sunday News.

James M. Rosini was quoted ex-
tensively in a September 28 Miami Herald article entitled "Marrying: Great Expectations, Centering Piers.

Paul Hollander, University of Massachu-
estts, was interviewed and quoted in an article on the stock market in the Minneapolis Star and Tribune.

Sam Randal, Georgetown University, in an ABC News Nightly News interview on October 7, commented on the effectiveness of hunger strikes as a political movement tactic in a story on the movement against U.S. inter-
vention in Nicaragua.

William E. McAllelt had research on drug use by doctors reported in the October 8 issue of National.

Paul McClary, Harvard University, was cited in a Wall Street Journal article on problems with current med-
ical legislation.

Philip Moody and Dotti Wilkinson, University of Kentucky, Kansas City, researching $17.8 million, five-year contract with the National Cancer Institute to develop effective methods to help blacks quit smoking reported in the October 8 Chicago Tribune.

Linda Money, East Carolina Univer-
sity, and Sarah Robson, University of Minnesota, indicated that their research on the expression of love in birthday cards as a subject of an AP wire story which appeared in newspapers on the New York Times, and still is not appearing is forthcoming issues of Fortune, Status, and Psychology Today.

Thomas Novak and Kay Snyder, In-
diana University of Pennsylvania, were quoted in the October 7 Harvard Tidings about their research on dis-
pleasure as a factor in relationships.

David P. Phillips, University of California-San Diego, had his research on teenagers suicides after television news stories about suicide reported and discussed extensively in the media.

Wade Clark Remf, University of California, Berkeley, in a September 28 Boston Globe article entitled "Has Robertson Got a Prayer?"

Arthur B. Schnitt, Drew University, had an op-ed essay, "Rehine the Final Constitution," in the September 3 New York Times. His column, "The China Connection," was cited in three anonymous New York Times fe-
tive stories. On September 15, he dis-
cussed his previous book, Men and Morals, on the national syndicated Oprah Winfrey talk show.

Stadium, Rutgers University, was interviewed about his research and clinical work with autistic children in the October 16 issue of Ms. magazine. His work has been the basis for recent feature stories on WCAAs radio (NPR) and WOR.

Susan Takata, University of Wisconsin-Parkside, was cited in a June 23 Earilne journal article on youth and gang affiliation.

Debra Winterberg, University of Michi-
gan, was quoted in the October 20 Re-
publican Today about her work on family status and health behavior.

Publications

Crimeatamente announces the availability of Volume 1, 1985, which was released in early summer. A few complimentary copies of the annual are still available on a first-come, first-
served basis. Send $2.00 for postage to Crimeatamente, Department of Sociology, University of Alberta, Edmonton, Alberta, Canada T6G126. The second volume is scheduled for early 1987. Subscription rates are $10.00 for indi-
viduals, $12.00 for institutions.

Other Organizations

The Georgia Sociological Association announces the election of the follow-
ing 1986-1987 officers: Charles Moore (President), Clarence jones (Vice President), Bertie Kercher (Kennesaw College), Perry Fitzpatrick (Georgia State), Ben Field (East Tennessee State College) and Donna Cox (Asbury College) as members of the Executive Committee Members-at-Large: Clarence Kercher (Mercer University), Mary Jane Putnam (President), and Joffre Brits (Georgia State University), Past President.

The Michigan Sociological Association held its annual fall conference on October 25 at Adrian College. The thematic session on "The Future of In-
dustry in Michigan" was presented by Richard C. Hill and Cynthia Nagy of Michigan State University. Keynote speaker was James Beineke of the ASA Executive Office, whose trenchant address was entitled "Sociological Careers: Trends, Preparation, and Opportunities." Officers elected for 1985-1986 are Richard E. Johnson (Northern State College), President; Albert Mehli (Adrian College), Vice President; and Linda Espey (San Tan Heights College), Treasurer.

The University of Minnesota, Department of Sociology, announces the re-
establishment of a new research center, the Life Course Center. Members of the Center will examine the life course in all its facets, from birth to death. Research interests of current center affiliates include family development in relation to transitions in the family, school, and workplace; the study of careers (e.g., family, political, professional); and career determinants and life span changes in cognitions and psychosocial variables relevant to achievement and health. Contact: J. Lynn T. Martin, Director, Department of Sociology, 220 Social Sciences Building, University of Minnesota, Minneapolis, Minnesota 55455.

Summer Programs

The Bureau of Justice Statistics and the Center for the Study of Crime Sta-
tics of the American Statistical Association announces a 1987 summer program on the Design and Use of the National Crime Survey (NCS). To be held July 6-19, 1987 at the Univer-
sity of Merefield-College Park, the workshop will feature distinguished, faculty lecturers, technical instructions on the NCS, hands-on instruction in the analysis of NCS-data, and a stipend of $1,000 plus travel and subsistence expense. Applicants must have a B.S. in statistics or comparable degree in statistics or one of the social sciences, and a profession-
ally committed interest to examine the NCS-data in future research. To insure consideration, resumes and a letter of interest in the survey be sent as soon as possible to: Cale L. Babes, Insti-
tute of Criminal Justice and Criminology, University of Maryland, College Park, MD 20742, (312) 454- 3129. Deadline for applications is March 1, 1987.

The National Endowment for the Hu-
morists is pleased to announce that 51 seminars for teachers at under-
graduate and graduate colleges will be allowed during the summer of 1987 at 32 different institutions in the U.S., plus one in Italy. Participants will receive a stipend to cover expenses, ranging from $3,750 to $3,500 depending upon length of seminar. Copies of the brochure providing complete in-
formation are available from Division of Fellowships and Seminars, Room 336, National Endowment for the Hu-

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Applications are currently being accepted for graduate work leading to an MA or PhD degree in Social Psychology at the University of California, Irvine. Social Psychology applies inter-
disciplinary scientific methods to the study of a wide range of social and environ-
ment problems. Among issues of long-standing interest to the Program are crime and justice issues, aspects of the psychological environment, including human behavior, and social influence on development of the life span. Fac-
ulty includes specialists in clinical, legal, law, planning, urban sociology, envi-
ronmental health, and community, environmental, social, de-
velopmental and health psychology. Program offers fellowships and teach-
ing assistantships to most students. UC Irvine students are eligible for the program.

UNIVERSITY OF CALIFORNIA
Santa Cruz, California 95064
(408) 429-2231
The Board of Studies in Sociology invites applications to its graduate program. The program offers a Ph.D. in sociology and spe-
cializes in the following areas: Social Change, Comparative Sociology, Medical Sociology, Social Psychology, Sociology of Language, Sociological Linguistics, Sociol-
ogy, and Poltical Science. Faculty includes specialists in the fields of: Social Change, Comparative Sociology, Medical Sociology, Social Psychology, Sociology of Language, Sociological Linguistics, Sociology of Sex and Gender, Political Science. The University of California, San-
ta Cruz, is on the quarter system, the tuition for 1986-87 being $3,795 for in-state and $5,487 for out-
state students. Financial aid is available through teaching, assist-
tships, tuition fellowships, fellowships from the University, research assistantships. On the aver-
age 80% of students are awarded aid, with an application deadline of February 15. Both for admission and financial aid.

Call or write for a brochure for more detailed information about the program and the faculty. For application material, contact the Program Director.

John G. Kline, Chair

The Minority Fellowship Program has been an integral part of the ASA since its received its first federal grant in 1963. Augmenting NSF money has been the Minority Fellowship Program, a joint effort of the National Science Foundation and the American Sociological Association. Awards, contributions by ASA and NSF members, and cooperative arrangements with institutions where fellowships are to be administered to date 257 fellows have been supported, of whom 93 have earned the PhD and the bulk of the remainder are making good progress towards completion. Fellows have studied at all major sociology departments across the US. They have contributed to the development of the discipline; in research, some have helped establish federal funding for the study of gender, race, ethnicity; in teaching, many have been recognized for outstanding contributions, both in traditional minority and nont-
traditional settings. In addition, the application of sociological processes to the solution of diverse social problems. The MFP has been a significant force in helping to bring diversity to the discipline. Support this program with a contribution.

Membership in ASA benefits!

Footnotes

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Contributions to "Open Forum" should be limited to 400 words, "Observations," 500 words, and "Letters to the Editor," 800 words. News items and announcements are due by the third of the month preceding publication (e.g., April 1 for May and June) and are printed only once on a space available basis.

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