Membership Survey Results Help Guide Future

by Carla B. Haver

Last year at this time, members received a survey asking for their evaluation of ASA membership benefits. Many of you responded, 2700 to be exact, and the results have been helpful to the ASA Council, the Membership Committee, the Publications Committee, and the Executive Office staff. The data were coded by students at the Center for the Study of Local Issues at Anne Arundel Community College (see story in December 1986 Footnotes). The response rate from 8566 surveys sent was 40%.

Readership of ASA Journals

Members were asked if they read ASA journals and how thoroughly. Eighty-three percent of the respondents said they read Footnotes regularly and another 10% said they read it frequently. The Employment Bulletin also had high readership. Readership for the other journals was quite similar: about 35% of the subscribers read the journals regularly and another 40% did so frequently. Nonetheless, about 25% say they never read the journals to which they subscribe.

Clearinghouse Seeks News, Media Contacts

Sociology is a potential gold mine for untapped news stories that can help policymakers, teachers, other opinion leaders and citizens to better understand society. Hidden within most major journals, articles, conference papers, and research reports are facts and analyses that can prove the basis of sociology's contribution to society. Unfortunately, most journalists don't know how to mine this untapped sociological gold and most sociologists don't know how to translate their research findings into "usable" information for the media. As a result, a great deal of valuable sociological research collects dust in unused journals, in libraries, in bottom drawers of sociologists' desks and in proceedings of conferences. Sociology is simply too valuable for us to allow its potential to continue to be untapped by the larger society. To help correct this situation, ASA's Committee on Public Information is asking sociologists to "grab a dime" on potentially news-worthy research findings. Specifically, we want you to send us your own (or other's) research findings that may be potentially "newsworthy" if translated into stories by sociologically knowledgeable journalists. We are looking for research findings on a wide range of topics and are asking to develop a large inventory of sociological work that can be developed into news stories by daily newspapers, weekly magazines, or monthly periodicals read by a general audience. Consider these examples of already published sociological work that have been under-reported in the general media and deserve general dissemination: Were anti-busing protesters more "racist" than other residents of their own neighborhood or city? Does the racial composition of professional sports teams influence attendance by white or minority fans? Is sexual harassment in the workplace increasing or decreasing? Are today's college freshmen part of the apathetic, conservative "me generation" or is there a potential pool of student activists on campus? Do Saturday morning cartoons influence children toward anti-social or violent behavior?

ASNA President Herbert Gans Honored by SUNY-Albany

Herbert Gans, President of the American Sociological Association, received the prestigious Excellence Award from the State University of New York at Albany for his contributions to the advancement of learning and to the general welfare. The award was presented to Gans in November and results as follows:

"Herbert J. Gans symbolizes, through his contributions to scholarship and through his writings on the application of knowledge, important commitments of the University at Albany. His many publications on ethnicity, urban sociology, culture, education, media, and stigmatization have been extending the horizons for students, teachers, and public understanding of the character and dynamics of social life. These contributions, moreover, have stimulated con-...

Reasons for Joining

Another set of questions asked members for their reasons for joining. Multiple responses were possible. Table 1 reports the percentage of respondents answering yes to the reasons listed.

Professional Memberships and Involvement

The Membership Committee was interested in the "joiner hypothesis." Are people who are active in one association more likely to join other associations? Or, do people anchor themselves in a state, regional, or specialty organization to the exclusion of others? Everyone in the sample was an ASA member. More than half also belonged to at least one regional society.

Sociology Major Wins Heisman

Tim Brown, Notre Dame senior sociology major, flanker back, and kick-returner punter extraordinaire, was the runaway choice for the 1987 Heisman Trophy for the most outstanding college football player. I'm sure I speak for all ASA members when I express our warmest congratulations to Tim Brown for making the world "sociology" such a positive, visible part of Saturday afternoons on national television. Tim Brown has shown himself to be a personable, articulate young man, and we salute him on this achievement even as we wish well in his future endeavors.

Inside

2 Observing, A Newsreader's View of NSF
3 Teaching Column
4 Presentation of Minorities in Sociology
5 Rossi Presents Jensen Lectures
6 Resurgence of Sociology at CSULA
7 Guidelines for Employment of Part-Time Faculty
8 Open Forum
10 Treatment of Gender in Research, Teaching Workshops
11 Sociological Networking
12 Applied Sociology and Strategies for Get-Go
13 Department and Business Columns

Published By The American Sociological Association
A Newcomer's View of NSF

By Celia R. Houry

Phyllis Moen has left the gurgle of Ithaca, NY, to work in the trenches at the National Science Foundation. She has logged five months on the job as Associate Director of the Sociology Program before NSF allowed her to share some of her impressions.

When asked about the linkages between the Sociology Program and other parts of NSF, Moen mentioned several programs that sociology can tap for support. For example, NSF has programs for research at undergraduate institutions, special support for minority scientists, and support for colleagues doing international work. "I asked her if sociologists would increase the odds of funding by applying to these programs rather than the grants to the sociology Program. "Most sociology-related proposals find their way to the Sociology Program for review," she said. "And every proposal is reviewed by the same criteria: good science. As such, the "odd" are not impressed by applying to one program or another, but I certainly would not discourage people from casting their net wide."

Another important way to stretch the limited funds available is through collaboration in other disciplinary programs. The Sociology Program works with economics, geography, law and social services, and political sciences, for example, on areas of mutual interest. In fact, "about one-third of sociology's proposals end up being jointly funded with other programs, and that certainly stretches resources."

Moen stresses that NSF has a special role in the federal government, where its primary aim is basic research. The total NSF budget may be modest in comparison to most agencies, but its special purpose is critical for the advancement of science.

Committee on World Sociology
Liaison Coordinators

By Celia R. Houry

The Committee on World Sociology has developed a system of information exchange with sociologists in other countries. Liaison coordinators have special area studies interest and expertise in regions of the world. If you plan to travel to one of these areas, contact the liaison coordinator for information about colleagues who might be helpful with your work. The liaisons also report on interesting work and other news from their region.

Most recently, the liaison system is being used as a way to gather information and to respond to cases of political imprisonment. The liaison coordinator in the CSA (which monitors the imprisonment of sociologists and what effective responses might be) is liaison who is not at the AFA Council for actions. Indeed, sociologists may also respond with letter writing campaigns on behalf of imprisoned colleagues. This issue of Footnotes contains a letter by Avram Jacobson about the case of Sch-Joosten, a Korean sociologist

Another source of help is Dr. Pamela Doty, a sociologist working at Amnesty International. Her specialty area is the Caribbean region, but she is using the Amnesty International network to gather information on political prisoners around the world. In a forthcoming article for Footnotes, Dr. Doty will document the case of Dr. Ildikó, a sociologist in prison in Cuba.

One sociologist's prisoner has recently released. Rita Yeh, formerly a graduate student at the University of Minnesota, was released from prison after serving seven years of her sentence for "rebellion against the government of Taiwan." She is to return to Taiwan. She will continue to work on the United States to resume graduate study in sociology. A committee of sociologists and political officials in Minnesota were vigilant in their opposition to her imprisonment and the publicity they created around her case

Correction

In the article entitled "ANS Moks, "Human Rights Initiative." (November, page 9), Alpha Kapaa Delta was incorrectly referred to as "the national sociological fraternity." ANS is an honor society stressing excellence in scholarship, in learning, as well as excellence in character. We apologize for the error.

Observing

Bits and Pieces

There is a movement in sociology programs to continue in most parts of the country, and some colleagues are even expressing significant increases in pay. Some of these are the result of new and/or longer term social work, criminal justice, and policy programs, or the ever growing strength of medical sociology at the undergraduate level. Whatever the reason, it is not so clear that there has been any significant growth in the number of sociology majors down from the top five percent of their college cohort, and interest in sociology as a career.

Students who will be receiving their BA degrees in the next three years and who go on to their doctorates in sociology will find no shortage of job opportunities. Some ideas of how quickly the market has changed may be had by comparing the Employment Bulletin for October 1982 (56 total ads) with that of October 1987 (158 total ads; copies available on request). One concern now must be not only to have enough PhDs ready for the expanding market, but to have PhDs who are capable of providing the leadership in research, training, and practice that the field needs. And to that end we need more interdisciplinary coursework geared to attract the best students to the intellectual challenges posed by a rigorous sociology program. Does your undergraduate major prepare students for the requirements of the job market?

In my reports from my friends in the several federal funding agencies that there is more money available than there are good proposals. It if you have been hesitant to do the preparatory work because you thought there was little chance of funding, let me encourage you to go for it. NSF, NIH, and NIMH are three among the many federal agencies that will be happy to receive your proposal.

Should sociology be taught in the high schools? Should the members of the ASA prepare materials that will give high schools the nature of the sociology courses that are being taught there? In what way, if at all, should they participate in professional conferences, and the qualifications of teachers of sociology, be of concern to the ASA? I would be delighted if you have any thoughts on the subject, I'd like to hear about them. —WVD
Teaching Courses in Controversial and Value-Laden Areas

Kathleen McKinney, Illinois State University

In writing an outline for my luncheon presentation at the 68th Convention of the American Sociological Association, I asked myself what courses or areas in our discipline are particularly controversial and value-laden. Two different answers came to mind. On the one hand, courses such as sexuality, social movement, deviance, social problems, medical sociology, criminology, and stratification fit this category for a variety of reasons. Such courses involve (1) topics and behaviors which are personal, illegal, salient, embarrassing, and open to ideological and political biases, (2) inconclusive and contradictory research findings, (3) problematic research ethics, (4) media attention to the areas covered, and (5) rapid social change and public policy. Hence, for the purpose of this discussion I will focus on the consideration that virtually every course in our discipline, including core courses such as theory and methods, involves some controversy and value issues.

There are, of course, positive and negative aspects to teaching controversial and value-laden subject matter. The advantages to teaching such areas include high course enrollments, student involvement and discussion, relevance of material to students’ lives, good departmental public relations, and special opportunities to use guest speakers and to teach critical thinking. Disadvantages include difficulty in distinguishing facts from values, ethical dilemmas (e.g., studying deviant and maintaining confidentiality, requiring self-disclosure), complaints from parents or administrators, bland-in-the-therapist role by students, “controlling” guest speakers, and having students make negative attributions (prestigious, devalued, about you). Participants in my luncheon roundtable dealt with a wide variety of controversial issues including the pressure to teach Catholic values in a small private college, handling student distress and cynicism when discussing research ethics, ensuring useful educational outcomes when showing pornography films in class, dealing with imbalance in student gender ratios in sexuality and sociology courses, and facing potentially serious personal consequences when teaching stratification in South Africa.

None of these strategies for handling some of the concerns or disadvantages of teaching in these areas. One general strategy is to remember to keep the focus of your course sociological, that is your deviant course is not on deviance, it is on the Sociology of Deviance. To do this, the faculty must emphasize sociological theories, focus on the macrostructural and interpersonal levels of analysis, and discuss (perhaps esoteric) empirical research. Second, the faculty member’s own behavior can help handle some of the potential problems teaching in these areas. Here or he can clearly separate facts from opinions (or truths that students also do so), represent “all sides” to an issue including minority or personally opposed viewpoints, keep class participation involving self-disclosure voluntary, encourage an honest, open and comfortable atmosphere, obtain and use student feedback through questionnaires or discussion with small groups of students, teach critical thinking and clarity expectations relative to the students, self and course. Faculty have developed numerous strategies for handling some of the concerns or disadvantages of teaching in these areas. One general strategy is to remember to keep the focus of your course sociological, that is your deviant course is not on deviance, it is on the Sociology of Deviance. To do this, the faculty must emphasize sociological theories, focus on the macrostructural and interpersonal levels of analysis, and discuss (perhaps esoteric) empirical research. Second, the faculty member’s own behavior can help handle some of the potential problems teaching in these areas. Here or he can clearly separate facts from opinions (or truths that students also do so), represent “all sides” to an issue including minority or personally opposed viewpoints, keep class participation involving self-disclosure voluntary, encourage an honest, open and comfortable atmosphere, obtain and use student feedback through questionnaires or discussion with small groups of students, teach critical thinking and clarity expectations relative to the students, self, and course.

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Workshop Helps You Start a Local Research Center

The American Sociological Association’s Teaching Services Program will sponsor a teaching workshop on “Establishing College and University Local Research Centres” on April 6-8, 1988, at the Holiday Inn in Annapolis, Maryland.

The workshop, co-sponsored with the Center for the Study of Local Issues (Anne Arundel Community College) begins at 9:00 a.m. on April 6 and will end at 4:00 on April 8.

Participants will learn about defining local community research needs and various methods of increasing local public awareness; understanding some local research and teaching strategies including internships and teaching exercises; survey; new practical Local Research Center techniques, such as focused groups, oral histories, citizen telephone surveys, local business surveys, and a grant-writing overview; define some special strategies for keeping faculty and local media involved; and discuss some alternatives for creating and designing a Local Research Center and creating a national network of such centers.

Stephen Steinle, Director of the Center for the Study of Local Issues, will staff the workshop.

The registration fee for the workshop, which does not include meals or lodging, is $180 until January 31, $190 by February 29, and $200 by March 15. Special rates are offered to workshop attendees by the Holiday Inn. Deadline for applications is March 1, 1988. For further information call: Bill Evans, Field Center for ASA Teaching Services Program, Sociology, Michigan State University, East Lansing, MI 48824, (517) 355-6069; or Stephen F. Steinle, Director, CSLI, Anne Arundel Community College, Arnold, MD 21012, (301) 269-7407.

Clearinghouse, from page 1

sociologists or the active marketing of a self-selecting group of "quaint people notice" within the discipline. Sociologist now has the opportunity to utilize its own membership to enhance public visibility, improve the public knowledge of social trends and social problems, and influence policymaking in important ways. To do this, however, sociologist must "market" its "usable" information in a more aggressive, objective way. That can happen if sociologists learn how to identity what the public needs and wants to know from their own scholarly research findings. Without involving or commercializing its scholarly standards, sociology can expend its contribution to society’s self-understanding and to social progress.

The ASA’s Public Information Committee is seeking to establish a "Sociology Media Clearinghouse" to help disseminate important sociological research findings to a wider, general public. The Clearinghouse will provide short summaries of research findings in accessible format to journalists and media organizations.

Sociology has a great deal to say about public controversies, demographic changes, race relations, family issues, social inequality, gender relations, organizational changes, historical trends, educational processes and outcomes. What is missing is the mechanism to utilize the media as the tremendous potential for quality learning outside the classroom or for enhancing public education. Furthermore, faculty have developed a variety of feasible techniques for helping students write letters to the editor would like to thank Lynne Atkinson, John DeLameter, Charlie Edgley, Terri Orbach, Susan Sprecher and Rick Zaker for their comments on the Roundtable outline as well as Howard Feldman, Gail Gehring, Johann Gruen and "Interpreting College and University Local Research Centres" on April 6-8, 1988, at the Holiday Inn in Annapolis, Maryland.

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The Presentation of Minorities in Sociology

by Richard R. Verdugo, Arlington, VA, and James E. Blackwell, University of Massachusetts, Amherst.

Introduction

The views brought to sociology by minorities have had little impact on the discipline. The main reason for this situation is that their representation in the discipline has been and continues to be small. In the early 1970s, the Caucus of Black Sociologists (which became the Association of Black Sociologists) and other sympathetic sociologists persuaded the ASA to take steps that would increase the representation of minorities in the discipline. One outcome of these efforts was the inception of the ASA's Minority Fellowship Program (MFP). It has been over a decade since the MFP funded its first cohort of Fellows and, therefore, it is perhaps time to take stock of the program and make a general assessment of how well the discipline is doing in attracting minorities.

Ethnicity/Race and Trends in New Sociology PhDs

After two decades of unprecedented growth in the production of sociology doctorates, recent declines in the number of sociology PhDs has become the source of some concern within the discipline. For instance, from 1977 to 1985 the number of sociology PhDs granted to U.S. citizens and permanent residents decreased from 645 to 381, a decline of about 41%. Unless steps are taken now to reverse the trend, the decreasing numbers of sociologists in the discipline will continue to affect the future of sociology. The number of PhDs granted to Asian, Hispanic, or African-American minorities has decreased even more dramatically in recent years. For instance, the number of PhDs granted to Asian Americans decreased from 11 in 1977 to 4 in 1985, a decline of about 64%.

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Table 1. Doctorates Awarded in Sociology by Race and Ethnicity: 1977-1985

Source: Summary Report Doctorate Recipients From United States Universities (By Year); Washington, DC: National Academy Press. All data refer to U.S. citizens and non-U.S. citizens with permanent visas. The figures in the table, therefore, are not equivalent to all degrees granted in any given year, since they do not include foreign PhDs.

Recommendations for Increasing Number of Minority PhDs

We have several recommendations for the ASA and its constituent societies that might lead to increasing the number of minority PhDs. Our emphasis is on helping Fellows develop into effective sociologists—sections not limited to funding doctoral studies. To begin, it is important for a Fellow to have a mentor—someone in whom she/he can confide about sociology, research, and teaching, and career goals. A mentor not only provides intro to the discipline, but also strengthens a student’s bond to the discipline.

We also suggest that, where appropriate, Fellows serve an internship for up to one year in an academic or applied setting. This experience not only will allow students to see their sociological training, but also will provide them with data useful in making career decisions. The ASA and graduate faculty could use their contacts and influence with sociologists working in academic, government, and in the private sector to secure these positions for Fellows. Internships also may become an integral component of postdoctoral fellowship opportunities. Similarly, funded research programs for minorities who seek postdoctoral opportunities should be expanded.

Graduate students, like faculty members, can lose their enthusiasm for the discipline. Faculty members, however, can represent their enthusiasm by tak- ing a Sabbatical. One way of enhancing training and strengthening ties to the field is for the ASA to negotiate leaves for ASA Minority Fellows where feasible and desired. Leaves can be either short terms or long term. Short leaves can be used for attending a seminar or receiving additional training—hoping to do another University. Longer leaves—up to one year—should be used by the Fellow to study with a senior scholar of his/her choice, especially when the desired expertise is unavailable in the parent graduate department.

Yet another way the ASA can increase the Fellows’ enthusiasm for the discipline is to designate a special section in its major journals devoted solely to student papers. It is also important that Fellows serve as editors for these sections, with assistance from a senior scholar who continues the mentoring...
Rossi Presents First Jensen Lectures

by Alan C. Krockhoff, Duke University

The first Jensen Lectures, jointly sponsored by ASA and the Duke Department of Sociology, were presented by Peter H. Rossi November 10th through 12th at Duke University. Rossii topic: "Homelessness in America." The final presentation under the Jensen Lectureship will be made at the Atlanta meeting of the ASA next August. Publication of the Lectures is anticipated in the near future.

The Jensen Lectureship was established last year as an experimental joint venture by ASA and the Duke Department of Sociology as a means to encourage and make more visible sociological orientations which enrich the common good. A national search was launched for nominees for the Lectureship and a committee consisting of members of the ASA Problems of the Discipline Committee and the Duke Department made the final selection. Funding for the Lectureship is provided by a bequest from Howard E. Jensen, formerly a member of the Duke Department and by funds from the Problems of the Discipline Committee. The joint venture will continue through a second Lectureship, after which reassessment of the arrangement will be made by both parties.

Rossi presented three lectures at Duke. The first, entitled "The Homeless and the "Other" reviewed the history of homelessness in the US, especially during the twentieth century. During the Depression and after World War II, most homeless people were older men who were largely located in the "skid rows" of major cities. They lived in shanties or SROs (single room occupancy hotels), and if found on the street were likely to spend the night in jail. Occasional work was available doing casual labor jobs such as loading box cars. Today, the homeless are mostly young (in their twenties or thirties), and a significant proportion are women and children. The SROs have been reduced in number, and their rents are higher than most of the homeless can afford. The availability of casual labor has diminished greatly, due to 1960s and other labor saving devices. The police no longer pick up those sleeping on the streets in the early morning.

In a second lecture, Rossi discussed "Research Strategies for Studying Homelessness." The problem, he said, is like a photographic negative of the kinds of surveys we usually do—we need to know how poor people who are not in households, we need to sample non-residential "units." He described the study conducted of the homeless in Chicago, highlighting the methodological problems involved in studying a statistically rare and a social category that is highly transient and heterogeneous. Sampling problems were dealt with by using Chicago police estimates of the number of homeless on a block-by-block basis and using a stratified sample with sampling probabilities proportionate to the expected number.

Interviewing had to be conducted in the dead of night due to this involved problems of security as well as ingruteness in locating the respondents. Security was considered of prime importance andRossi hired for the purpose. Locating the respondents was a task which involved sometimes forking places and a persistence which was stopped only by a "locked door"—a term that included such obstructions as night watchmen.

The research provided a basis for estimating the overall size of the homeless population of Chicago. While others had chanced there from 15,000 to 25,000 homeless families, Rossi stated an annual incidence rate of between 3,000 and 6,000. This difference might result from the misunderstanding of differences in definition of "homelessness," but it seems likely that the numbers are actually much smaller than previously claimed have indicated. As Rossi said, "It hardly matters whether 3,000 or 30,000 homeless in Chicago; both represent formidable indications of a serious social problem.

Rossi's third lecture tackled the most difficult problem of all. It was entitled: "Why There is Homelessness and What to Do About It." In this lecture, he took the sharp contrast between the composition of the homeless population in the 1950s and the 1960s as a focus. If the composition was so different, it must reflect significant social changes over the thirty-year period. "Homelessness is a manifestation of forces that push vulnerable people in our population so low in economic terms that they cannot control their own market." What are those forces? One factor is the disappearance of cheap single-room accommodations in our major cities. Urban renewal has provided funds to remove the inner core of our cities, but in the process it has done away with the kinds of sleeping space very poor people can afford. Shabby in the labor market have also contributed to the problem. Cheap manual labor is no longer used for such jobs as loading box cars; we now have machines to do those things. Poorly educated young workers are particularly disadvantaged, and those in the baby boom birth cohorts of the 1950s and 1960s are in the worst position to cope with few unskilled jobs.

In addition, sharp drops in public assistance programs over the past decade have come at a time when the need for assistance has been growing among these young members of the urban society. Rossi pointed out that the shifting age composition of the homeless population parallels the changes in support programs. Since the 1960s, national social support programs for older Americans have increased (in constant dollars) by over 10%, but aid to families with dependent children has dropped by between 40% and 50%. Thus, young families without steady earnings are increasingly vulnerable. Not only are young men who are unable to find steady, good-paying work, but so are their families, whether or not the family remains intact.

Rossi's views on sociology differentiated between short term and long term measures of amelioration. The short term measures included ensuring that the currently established programs (food stamps, Medicare, et al.) are used by those eligible, removal of the most severely disabled from the streets and shelters to local case institutions, and increased financial support for existing shelters.

A Letter From A Publisher . . .

It is not altogether frequent that a college textbook publisher has the opportunity to publish a unique book. Such an opportunity was presented to me by Janet Salzman Chafetz of The University of Houston when she wrote as follows:

"No book currently exists which reviews the various theoretical approaches employed by feminist sociologists. This manuscript would be an attempt to survey the various sociological thought that could reasonably be subsumed under such a rubric. It is not designed to be an in depth or definitive treatment of the topic. Rather, it is my purpose to try to convey the variety of approaches that can be brought to bear and an attempt to understand the complex relationships between gender and a host of social phenomena."

Professor Ruth A. Wallace of The George Washington University, upon reviewing the manuscript, said:

"At last we have a book which analyzes the important feminist contributions to sociological theory. Chafetz' very thorough and eminently readable book should be required reading for both undergraduate and graduate students enrolled in sociological theory courses."

We plan, with both pleasure and anticipation, to publish FEMINIST SOCIOLOGY in the Spring of 1988.

F. Edward Pauck
F. Edward Pauck
President
F. E. Peacock PUBLISHERS, INC.
ITASCA, ILLINOIS 60143

"Sociologist's Song" Available from TRC

Bring your record player to class and flip on a 45-rpm record called "The Sociologist's Song." Everyone will recognize the catchy tune from "Major General" by Gilbert and Sullivan. But the words have been changed to fit an audience of sociologists. Michel Richard wrote a new set of words to capture the imagination of beginning and seasoned sociologists. Richard says: "I'm awful good at social problems though I haven't solved one yet! You'll find my self-satisfying solutions are frequently all wet! My scenarios are splendid, but my hindsight's even better still! And when it comes to writing grants I always make it through the mill I'm pleased to see that as my students grow a little older, they see that deviance is in the eye of the beholder. My students are now prison guards, they always throw a smile at me! When I take my class to Atica it's educational and free."

Richard has donated copies of the record to the ASA Teaching Services Program. You may purchase a copy of the record, with a transcript of the words, for $2.00 (postage and handling) from the ASA Teaching Resources Center.

To place an order or receive a catalog, write to: ASA Teaching Resources Center, 1722 North Street NW, Washington, DC 20036. Prepaid orders only please.

Minorities, from page 4

process. What better way to increase one's enthusiasm than by being actively engaged in scholarly endeavors?

Finally, we suspect that the socialization of Fellows into the profession and expansion of professional opportunities after graduation would be considerably enhanced through more effective communication among Fellows, departmental advisors, mentors and other members of the profession. Through such efforts, combined with a more aggressive utilization of the Association's commitment to the MIP, the number of minorities with doctorates in sociology should increase.
The Resurgence of Sociology at CSU-LA

by Ralph Thornton

After more than a decade of steady and steep decline, sociology enrollments at California State University Los Angeles have, since 1958, rose significantly. For the first time ever, the university is now offering more sociology courses and majors than at any other time in its history. This resurgence can be attributed to several factors: the increase in social and political awareness among students, the growing importance of sociology in today's world, and the efforts of sociology faculty to modernize their courses and programs.

Columbia Names Cole VP, Arts and Sciences

Jonathan R. Cole, professor of sociolo- gy and director of the Center for the So- cial Sciences, has been named vice president for Arts and Sciences at Columbia University.

As vice president, Dr. Cole will serve as the academic leader of Columbia's 26 arts and science depar tments, whose chairman will report to him. He will also chair the Arts and Sciences Plann ing and Budgeting Committee, which determines priorities and allocates resources within the arts and sciences.

"I am proud to be one of Columbia's most respected and harried advisors on University affairs," Columbia University President Michael S. Greene said. "He will bring great in- telligence and understanding to this criti cal post.

"Dr. Cole is a clear, luminous first choice of the selection committee," said University Provost Robert F. Goldberger said. "He will carry on the excellence work of his predecessor as well as the trend of vigorous young leadership in this important post."

"For the first time that I have known both student and faculty members of Columbia, I have personally associated Columbia with excellence and distinction," Dr. Cole said. "I take this opportunity to serve Columbia again thinking of one fundamental goal, to promote the excellence in which it was good to enhance its quality.

Jonathan Richard Cole was born August 27, 1924, in New York City and has spent his entire academic career at Columbia. He earned two degrees at the University of Chicago in 1943 and 1946. His academic career has been marked by a string of excellence and distinction, with numerous awards and honors.

University, the BA in American history in 1964 and the PhD in sociology, with honors, in 1969. As an undergraduate, he played baseball for Columbia, help- ing to lead the team to the Eastern league championship in 1963. He joined the faculty as assistant professor in 1969 and earned promotion to associate pro- fessor in 1973 and professor in 1976. His research has dealt with various aspects of the social structure of science, the topic of his doctoral dissertation. He began his research as a graduate stu- dent in Columbia's Bureau of Applied Social Research, which evolved into the Center for the Social Sciences. He became the Center's Director in 1975.


As a Columbia alum, Dr. Cole has served on various national and international committees, including the National Science Board, the National Academy of Sciences, and the National Academy of Engineering. He has received several awards and honors for his contributions to the field of sociology, including the American Sociological Association's Distinguished Career Award.

The Cumulative Index of Sociology Journals...

$37.50 to ASA members
$48.50 to non-members
$65.00 to institutions

Order from: ASA, 7722 N Smoak NW, Washington, DC 20035; (202) 833-3410.
Confessions of a Part-Time Professor

For over nine years I’ve been an academic daydreamer, a gypsy from one classroom to another, stopping long enough to teach only a semester or two at a time. I’ve been fortunate that during this time I have been hired as a part-time faculty member since earning the PhD in 1970. But the vagabond lifestyle is proving difficult, and although I still love teaching, the urge to retire my academic jersey and have a career in exploring greater fields is growing stronger.

On the advice of a tenure track professor I have applied in recent years for a position at a larger college. Two years ago I took my first interview, which was conducted at a phoney university in the Midwest. I remember that I was asked a question about the possibility of hiring me as a part-time professor of English. I was very flattered and said yes. However, the person who interviewed me was not interested in me as a teacher, but as a writer. I was asked if I could write a novel for them. I agreed, and they paid me a small fee. I then wrote the novel and sent it to them. They liked it and offered me a position as a part-time professor. I accepted the position, and now I teach three or four courses a semester, and I have taken on some administrative responsibilities as well.

One of the most frustrating aspects of teaching part-time is the lack of continuity and the constant change in the classroom environment. I have taught in a variety of settings, from large lecture halls to small seminar rooms. The students are a diverse group, and I find it difficult to maintain a consistent teaching style. It is also difficult to establish long-term relationships with students, and I find that my teaching is often more ad hoc than in a full-time position.

Another challenge is the lack of resources available to part-time professors. I have found that the libraries and computer labs at my university are not as well equipped as those at full-time institutions. This can be frustrating when I am teaching courses that require extensive use of technology or access to research materials.

Despite these challenges, I continue to enjoy my part-time teaching position. I find it rewarding to work with a diverse group of students and to see them grow as scholars and as people. I am grateful for the opportunity to continue teaching and to pursue my own research interests.

Thomas K. Finley

Footnotes

1. "Discussions of the situation of part-time faculty members are ongoing. Margarete Lightman, E. S. Kroeze, and Dolly O. Helby, 1980.


References

1. "Discussions of the situation of part-time faculty members are ongoing. Margarete Lightman, E. S. Kroeze, and Dolly O. Helby, 1980.

South Korean Sociologist Imprisoned

Soh Sung is a former sociology graduate of Seoul National University whose professional career as a sociologist was cut short when he and his brother, Soh Jun-sik, were arrested by the South Korean government in 1971. He was charged with engaging in espionage activities on behalf of the Democratic People’s Republic of Korea (DPKR, North Korea).

At this trial Soh Sung freely admitted to having visited the DPKR, but not for the reasons alleged. Rather, his visits were part of his own personal quest to understand the very different cultural roots of North Korea. Soh Sung is a second generation Korean who was born and raised in Japan and who returned to his native high school in South Korea. His pleas of innocence went unheard. Government prosecutors steadfastly insisted on his guilt. Eventually they were able to force a confession from him. Later in a hearing before a district court, Soh Sung described the torture used to obtain this confession, and how he had been driven insane and spoke as a way of avoiding further pain.

Soh Sung’s case, like scores of other South Koreans, has been carefully researched and documented by Amnesty International. We have “adopted” Soh Sung as part of our country-wide effort aimed at increasing international attention to violations of human rights in South Korea. We are hopeful that through this effort government officials in South Korea will release prisoners of conscience. We do applaud recent official letters taken in July of this year which resulted in the release of 530 political prisoners and the extension of civil rights to 2335 additional prisoners. However, we remain concerned and vigilant so long as one political prisoner of conscience remains.

We invite members of the ASA to join us in representing our concerns for Soh Sung. You may do so by writing your U.S. Representative and encourage him/her to write to Secretary of State Shultz or President Chun Doo Hwan to express concern about Soh Sung and similar prisoners of conscience. If you have additional information please write to me. Thank you.

A.J. Faulkner
17 Boulder Road
Lexington, MA 02173

Three Books Win SSPP Award

As its 1987 Annual Meeting, the Society for the Study of Social Problems presented the C. Wright Mills Award to three co-writing books published in 1986.

The Cooperative Worker: Paternalism and Dilemmas of Organizational Strategy by Jane F. O’Rourke and John W. Dugan


The Contested French by Charles Tilley (Cambridge: Harvard University Press)

The Cooperative Worker is an ASA Rose Monograph, the first to win such an award.
Survey, from page 1

and almost that many are in at least one specialty association.
The ASA has one staff person who
works full-time on the Annual Meeting
year round. Other staff and budgetary
resources are channeled into the meet-
ing. The Membership Committee won-
dered if the Annual Meeting was solicit-

TABLE 3. LEADERSHIP ROLES IN PROFESSIONAL ASSOCIATIONS: PERCENTAGE OF RESPONDENTS WHO HAVE SERVED AS OFFICERS, ON COMMITTEES, OR IN LEADERSHIP ROLES

<table>
<thead>
<tr>
<th>Role</th>
<th>In State Associations</th>
<th>In Regional Associations</th>
<th>In Specialty Associations</th>
<th>In ASA Sections</th>
<th>In ASA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>9.5</td>
<td>14.2</td>
<td>15.0</td>
<td>12.3</td>
<td>7.4</td>
</tr>
<tr>
<td>N</td>
<td>304</td>
<td>501</td>
<td>501</td>
<td>501</td>
<td>501</td>
</tr>
</tbody>
</table>

TABLE 4. ATTENDANCE AT PROFESSIONAL MEETINGS

<table>
<thead>
<tr>
<th>Attendance Frequency</th>
<th>Regional</th>
<th>Specialty</th>
<th>ASA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>33.9</td>
<td>22.9</td>
<td>20.5</td>
</tr>
<tr>
<td>2-3 times in 5 years</td>
<td>14.3</td>
<td>22.3</td>
<td>47.4</td>
</tr>
<tr>
<td>Annually</td>
<td>7.7</td>
<td>16.8</td>
<td>20.4</td>
</tr>
<tr>
<td>N/A</td>
<td>44.1</td>
<td>20.9</td>
<td>11.7</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*All states have a state sociological society

N = 304

Nominations Sought for ASA Awards

Award for a Distinguished Scholarly Publication

This award is given for a single work
such as an article, monograph, or book,
published in the three calendar years
preceding the award year. The winner of
this award will be offered a lecture-
ship known as the Sontum Lecture. Re-
gional and state sociological associa-
tions may apply to receive this lecture at
ASA to receive this lecture at an award
award the recipient is announced.

Members of the Association or other
interested or knowledgeable parties may
submit nominations for the award.

Nominations should include name of
author, title of work, date of work, and
publisher, and may be sent to: Charles
T. Tittle, Department of Sociology, Flor-
da State University, Bunn Hall, Tallahassee, FL 32314. Deadline for nominations is March 1, 1988.

Distinguished Career Award for the Practitioner of Sociology

This award honors outstanding
contributions to sociological practice.
The award may be made to an individ-
ual who has facilitated or served as a model
for the work of others, work that has
significantly advanced the field for
more full-up areas in sociology and by so
doing, has elevated the professional
status or public image of the field as
a whole, or work that has been honored
or widely recognized outside the disci-
pline for its significant impacts, particu-
larly in advancing human welfare.

The recipient of the award will not
have less than a decade of full-time
work involving research, administrative or
operational responsibilities as a member
of an organization or to private or public
organizations, agencies or associations, or
as a solo practitioner.

Nominations may be sent to: Larry Sauter, National Center for

Dulles-Johnson-Frazier Award

This biennial award was created in
1971 to honor the intellectual traditions
and contributions of W.E.B. DuBois, Charles S. Johnson and E. Franklin Fra-
zier. An award will be given either to a sociologist for a lifetime of research,
teaching and service to the community
or to an academic institution for its
work in assisting the development of schol(
ary efforts in this tradition. A
nomination statement should comment
on the author of the book or on a
conference, teaching, or publications, and
the way in which this award is consistent
with the traditions of these outstanding
American scholars and associates.

Nominations to: Ronald L. Taylor, Depart-
ment of Sociology, University of
Connecticut, U-48, Storrs, CT 06268.
The deadline for nominations is March

Jesse Bernard Award

The Jesse Bernard Award is given in
odd-numbered years in recognition of
scholarly work that has redirected the
horizons of sociology to encompass fully
the role of women in society. The con-
tribution may be an exceptional single
work, or significant cumulative work
done throughout a professional career.

The award is open to single research
work by women or men and is not restricted in works by sociologists. The award
has not been published recently; it must be
published by the date of nomination.

Nominations must be submitted by
members of the American Sociological
Association. The deadline for nomina-
tions is March 1, 1988. Nominations

TABLE 5. AWARENESS OF AND SATISFACTION WITH ASA PROGRAMS AND BENEFITS

<table>
<thead>
<tr>
<th>Program/Benefit</th>
<th>Excellent</th>
<th>Good</th>
<th>No Opinion</th>
<th>Poor</th>
<th>Unaware of Program</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsiveness of ASA leadership to members' needs</td>
<td>9.5</td>
<td>26.3</td>
<td>29.7</td>
<td>10.5</td>
<td>3.8</td>
<td>16.7</td>
</tr>
<tr>
<td>Quality of ASA communications with members</td>
<td>15.0</td>
<td>44.1</td>
<td>12.3</td>
<td>9.4</td>
<td>2.7</td>
<td>2.9</td>
</tr>
<tr>
<td>Faculty</td>
<td>27.6</td>
<td>44.6</td>
<td>6.2</td>
<td>6.7</td>
<td>1.1</td>
<td>8.6</td>
</tr>
<tr>
<td>Refereed ASA journals</td>
<td>18.9</td>
<td>39.2</td>
<td>11.8</td>
<td>12.9</td>
<td>3.7</td>
<td>1.3</td>
</tr>
<tr>
<td>Annual Meeting</td>
<td>12.3</td>
<td>37.1</td>
<td>21.2</td>
<td>12.4</td>
<td>21.0</td>
<td>2.2</td>
</tr>
<tr>
<td>Section activities</td>
<td>6.9</td>
<td>23.4</td>
<td>29.5</td>
<td>9.4</td>
<td>3.6</td>
<td>4.7</td>
</tr>
<tr>
<td>ASA's relations with other sociological associations</td>
<td>3.8</td>
<td>9.7</td>
<td>66.1</td>
<td>9.4</td>
<td>4.3</td>
<td>16.7</td>
</tr>
<tr>
<td>Certification program</td>
<td>1.6</td>
<td>7.7</td>
<td>47.9</td>
<td>4.8</td>
<td>5.6</td>
<td>11.8</td>
</tr>
<tr>
<td>Professional Development Program</td>
<td>7.0</td>
<td>20.6</td>
<td>27.0</td>
<td>10.9</td>
<td>4.0</td>
<td>5.8</td>
</tr>
<tr>
<td>and ethical guidelines</td>
<td>6.5</td>
<td>25.2</td>
<td>31.1</td>
<td>10.5</td>
<td>3.3</td>
<td>9.0</td>
</tr>
<tr>
<td>Teaching Services Program</td>
<td>15.1</td>
<td>27.0</td>
<td>32.3</td>
<td>9.8</td>
<td>1.1</td>
<td>9.3</td>
</tr>
<tr>
<td>Minority Fellowship Program</td>
<td>8.6</td>
<td>21.9</td>
<td>42.6</td>
<td>3.4</td>
<td>1.2</td>
<td>7.2</td>
</tr>
<tr>
<td>Legal activities on members' behalf</td>
<td>3.2</td>
<td>14.0</td>
<td>42.8</td>
<td>4.3</td>
<td>2.1</td>
<td>18.7</td>
</tr>
<tr>
<td>Donations for some members</td>
<td>6.7</td>
<td>34.8</td>
<td>21.0</td>
<td>12.2</td>
<td>2.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Awards program</td>
<td>7.0</td>
<td>30.2</td>
<td>33.8</td>
<td>6.9</td>
<td>2.6</td>
<td>6.0</td>
</tr>
<tr>
<td>Research grants and fellowships</td>
<td>3.9</td>
<td>12.7</td>
<td>39.5</td>
<td>9.6</td>
<td>4.0</td>
<td>12.7</td>
</tr>
<tr>
<td>Conference attendance</td>
<td>2.4</td>
<td>10.2</td>
<td>7.9</td>
<td>7.9</td>
<td>3.2</td>
<td>9.7</td>
</tr>
<tr>
<td>Special publications</td>
<td>5.6</td>
<td>14.6</td>
<td>37.4</td>
<td>4.0</td>
<td>1.1</td>
<td>22.2</td>
</tr>
<tr>
<td>Public Information/Media</td>
<td>4.5</td>
<td>20.1</td>
<td>21.2</td>
<td>16.8</td>
<td>10.4</td>
<td>11.9</td>
</tr>
</tbody>
</table>
The Treatment of Gender in Research

Historically, power imbalances between men and women have led to the development of ideological structures, which have been incorporated into the assumptions underlying traditional social research, thus creating a barrier to meaningful research and understanding of gender-related phenomena. Since the mid-1900s, the academic community has acknowledged the importance of gender in research, and significant progress has been made in this area. However, the complexity of gender relations and the multifaceted nature of gender identities have made the process of developing a comprehensive and effective research approach particularly challenging. Traditional research methods and assumptions about gender have been criticized for their narrow focus and failure to account for the diversity and fluidity of gender expressions. The need for a more nuanced understanding of gender has led to an increase in research initiatives that aim to address the complexities of gender identity and expression.

A Varied Menu of Teaching Workshops

The teaching workshop list for 1988 is a great blend of "the old and the new." The Teaching and Counseling in Family Violence workshop at Northeastern University, from May 12-14, will explore ways to teach about family violence from various perspectives, discuss the development of specialized units on family violence in sociology courses such as Social Problems, Intro, Juvenile Delinquency, Sociology of the Family, and others. Other workshops on teaching about family violence will be explored in two other workshops.

Another workshop, "Using Computers in Teaching Sociology for Per- sonal Engagement with Social Change," gets attention from June 24, at Northern Illinois University. This workshop, which focuses on the integration of communication and networking made possible by computers, will address the use of the world wide web, email, listserve, and other programs in the personal engagement and social change areas, as well as other aspects of computer use for social change.

At the University of Hawaii, we'll have "Introducing Cross-Cultural Materials into the Sociology Curriculum" between June 26-25. In this workshop participants will observe and analyze raw studies of ethnic diversity in Hawaii and reflect on their use in the college classroom, as well as critically examine the Apartheid experience and its impact on the education of the United States. There are several other dimensions of cross-cultural perspectives which will be examined.

At San Francisco State University the subject is "Integrating the New Scholarship on Women into the Sociology Curriculum." From July 7-9, participants will learn how to broaden their scholarship on the diversity of women's experiences along such factors as race, social class, and other categories, as well as study issues of feminist theory and the "gendered" conceptions of traditional sociological categories and methodologies.

B. Research should build on empirically verified features of men's and women's social worlds and not on unverified assumptions about each sex's nature or life conditions.

C. When not generalized to both men and women, studies involving one sex are perfectly acceptable, especially when they focus on the impact of gender-related power structures.

D. Cluster of research strategy should depend on our current knowledge of men's and women's worlds. When relatively little is known about men's or women's worlds, studies using qualitative approaches, which provide more richly detailed data, may be fruitful.

E. Research should be designed so that differences in characteristics correlated with gender will not subsequently be interpreted as gender differences.

IV. Operationalizing Major Concepts

A. In constructing research in- stuments, such as questionnaires or experimental situations, care should be taken to ascertain that they are equally applicable for both men and women, as well as for members of various racial groups, and that the reactions of both sexes to research stimuli are identified.

B. Gender neutral and gender explicit terminology should be used as appropriate in naming variables or operational measures and discussing findings.

C. The language should be neutralized so that eventual empirical identification of any linkages to gender is possible.

D. In utilizing secondary sources (e.g., the National Longitudinal Survey) original instruments should be carefully examined to see if they contain biased questions or assumptions.

V. Data Analysis

A. Data from single sex subsamples should serve as the basis for generalizations relating to that sex only.

B. Analysis of differences in the social roles of men and women should be interpreted as sources of evidence supporting the theory of sex role differences.
Sociological Networking

by Russell K. Schult, Electronic Sociological Network Committee and University of Massachusetts-Boston

Thirty years ago, mainframe computers began to revolutionize data analysis. Less than ten years ago, microcomputers began to transform science. Today, the preparation of computer networks is starting to transform the conduct of professional business.

The ASA Electronic Sociological Network Committee seeks to help the sociological community take advantage of the potential of electronic networking and to identify potential beneficiaries and problems in computer-based communications. This article provides basic information and encouragement for would-be electronic networkers.

Network Potential

Electronic mail can enhance communication between committee members, students, teachers, and counselors. Committee chairs can send members pertinent announcements and communications with members about special concerns on an individual basis. Professors can post announcements and reminders to students, as well as to other professors. Professors can send drafts of their manuscripts back and forth for rewriting. In each of these cases, instant and effective communication can be used when a joint meeting time cannot be arranged.

As an advantageous aspect of electronic communication over the time-honored techniques of writing letters, making phone calls, or simply "getting together," electronic mail is vastly cheaper than using the telephone, "conference in the same building" is eliminated. Electronic mail easily allows conference calls. It is much faster than sending material through the regular mail system. Finally, electronic documents can be exchanged without cramped marginal notes or time delays required for retyping. Electronic communications can occur in between planned meeting times, as a supplement to face-to-face encounters, and during hours or a substitute for expensive trips.

At the University of California, an electronic network based at the University of Houston, illustrates the potential of the network for sociologists. Preliminary use of the on-line system is underway. As of this writing, almost all users are located in the United States, although some universities in Europe are also connected. At the University of Houston, the network is used primarily for electronic communications with colleagues and distance learning. The network is now being used for collaborative research, as well as for sharing information and resources. The network is particularly useful for sociologists engaged in qualitative research, as it allows for real-time collaboration and immediate feedback. The network is also used for teaching purposes, as it provides a platform for distance learning and remote instruction. The network is maintained by a group of social scientists, including sociologists, anthropologists, and communication researchers. The network is open to all users, and is supported by a small team of technical staff.

Related Readings


New TRC Product on Inclusive Curriculum

The sociology curriculum gets carved up into courses on race, gender, and stratification. Many faculty feel that an inclusive curriculum is much more intellectually defensible, and more exciting to teach. The New TRC Product on Inclusive Curriculum includes resources and tools that help faculty design and implement inclusive curricula. The product includes a set of curricular materials called "An Inclusive Curriculum: Race, Class, and Gender in Sociological Instruction." The curricular materials are designed to help faculty develop courses that are inclusive of diverse student populations and that challenge traditional assumptions about sociological instruction. The curricular materials are intended to be used in conjunction with existing course materials and to provide a framework for developing new courses that are more inclusive. The curricular materials are available to faculty members at no cost, and are available online and in print. Faculty members are encouraged to use the curricular materials to develop new courses or to modify existing courses to be more inclusive. The New TRC Product on Inclusive Curriculum is a valuable resource for faculty members who are committed to developing more inclusive and equitable curricula.
Certification, Licensing, and Legitimacy
by Lisa King
Western Michigan University

In a current text on applied sociology, Ronald Mander and Meredith Greenwald point out that "employment of sociologists in applied settings will grow at a considerably faster rate than full-time academic employment" (Freeman, Dynes, Rossi, and Whyte, 1983, page 58). It is evident that sociologists will participate in this trend, and they wish to carve a niche for themselves. An extremely effective way to do this is through professional credentialing. This article will define and discuss three methods of professional certification, and analyze the options available for applied sociologists in mental health and related fields. Many of these options involve non-traditional roles for applied sociologists, with emphasis on direct client contact. Changes in academic sociology, toward more emphasis on interdisciplinary programs, are proposed.

Licensing is the strongest means of control over a profession. Carrying the force of law, the title is a title and the practice of a profession— specific behaviors related to that profession. Without a license, which license psychologists, both the title and practice of psychology are controlled by law. Professional categories exist in every state and are generally rather severe. In Michigan, for example, the violation of the title restrictions is a criminal offense. The penalty is a fine of up to $1,000 and up to 90 days of imprisonment. Violation of the practice rules in this state is a felony, and can cost the offender up to $10,000 (Abell, 1979).

Certification also carries the force of law, but it controls only the title, not the practice, of a profession. Teachers cannot be certified, which means that one can "engage in various teaching activities without a certificate as long as one does not hold oneself out to the public as a teacher" (Alessi, page 44). In states which certify psychologists, one may engage in some types of psychological activities without the title of "psychologist." Registration is a third form of professional credentialing, but it does not carry the force of law. It is the granting of the title to names of people who have met certain professional guidelines as set forth by a board of examiners. It gives power indirectly if the board or agency rules that only registered persons shall be hired or reimbursed (Abell, 1979).

Currently, all fifty states either license or certify psychologists. Each state has its own regulation regarding the educational and experiential criteria which must be met before applying for licenses. In general, one must have taken specific courses in the sequence outlined in the state, and have obtained an appropriate degree from a department whose name contains the word "psychology." Internships at approved facilities are also required. Obviously, these laws preclude applied sociologists from gaining employment in many areas of mental health. However, most laws contain exemptions or exclusions, which shall be discussed later in this article.

Psychology sought licensure due to two very specific needs: third-party reimbursement and a contractual dispute with psychiatry. But professional credentialing laws benefit a profession in more general ways as well. The laws serve to clearly delineate the standards of the profession, providing practitioners with recognition and, hopefully, respect from the public. Without such recognition, "a profession can expect to find its members muzzling their frustrations and despair to themselves, share the ability to grow as a profession" (Elkin, 1975, page 227).

Many job opportunities in mental health settings are not available to unlicensed persons, positions can be created which are suitable for applied sociologists and some are available due to exclusions in licensing laws. Some possibilities which would not require licensure are:

1. Divorce and family mediation are growing fields, rich with opportunity for persons with appropriate training and communication skills. Persons working in these fields need a strong background in marriage and family knowledge of the legal issues involved, and training in counseling.

2. Mediation within the corporate structure. Businesses hire mediators to work at solving conflicts between management and staff, between staff, and with the public. Good communication skills are crucial for this mediation, along with a background in social psychology and organizational theory.

3. Employee counseling. Academic sociologists, with appropriate training in counseling and bereavement issues, could work directly with the bereaved. Research oriented sociologists with training in bereavement issues could develop appropriate intervention strategies for use by counselors.

4. Health and wellness coordinator. An undergraduate degree in health and fitness combined with graduate work in social psychology could qualify a person for this position. The health and wellness coordinator develops programs which are designed to maximize employee productivity.

5. Substance abuse prevention. A background in medical sociology and social psychology would be excellent preparation for a person wanting to design substance abuse prevention programs. Such a person could be a self-employed consultant, or could work for the company or institution through agencies.

Two fields currently are exempt from most psychology licensing laws. One is marriage and family counseling, which long has been practiced by clinical sociologists. Knowledge and training in marriage and family issues and counseling skills are required to work in these areas.

The second field is substance abuse. Training in substance abuse issues and counseling skills would be necessary for this type of work.

It should be noted here that many states are now in the process of enacting certification and/or licensure bills for substance abuse counseling and marriage and family counseling. Applied sociologists should lobby for inclusion in the bills to be sure that these two large areas become available to them. Since applied sociology does not have the resources required to pass its own certification or licensure bill, riding on the bills of other fields is the only way to protect these territories for sociologists.

Changes will be necessary within applied sociology if the practitioners are successful in entering the field of mental health. Two changes would increase the marketability of a degree in applied sociology, increase the visibility and acceptance of the field at all levels, and would thereby attract greater numbers of students to the field. A discussion of some possible changes follows.

Applied sociologists should utilize their professional organizations, such as the Clinical Sociology Association, to examine the content of licensure and certification bills and lobby for inclusion in them, as social work did with the psychology licensing bills in many states. As noted, many states are just beginning to license or certify substance abuse and marriage and family counselors, so there will be many opportunities for applied sociologists to work for bill inclusion.

Establishment of a registration procedure, wherein only practitioners meeting specific professional standards would be registered, would also benefit applied sociology. Such registrants indicate the existence of professional standards to the public and to other professionals, which promotes their understanding and acceptance of a profession (Elkin, 1975). Registrants also can gain power when, as noted earlier, state boards or other agencies use them as a tool for reinforcement or retraining.

The standards established should be agreed upon by the academic community and applied programs should be modified or developed in keeping with them. In the current absence of such standards, the need for such standards has been expressed in recent years (Elkin, 1975). But the standards must be so broad as to be useful and practical, no matter what university offers the course. This kind of uniformity of coursework between universities will increase the marketability of the applied degree, as well as public recognition of the field.

The academic community will need to develop specific courses designed to teach the skills required by the occupations previously discussed. In many cases, cooperation with other disciplines would make new course development unnecessary. For example, a student wishing to pursue a career in bereavement counseling would need special assessment and communication skills, and would have an understanding of the ethical and legal issues involved in such a career. Psychology and counseling psychology departments could have appropriate courses already developed to meet these needs.

Internship programs would have to be developed for those areas which require direct client contact, such as marriage and family, or substance abuse counseling. These internships could provide students with valuable experience while insuring public recognition of applied sociology. Internship programs in counseling and psychology could serve as guidelines for the development of applied internships. Overall, these changes would dramatically change the profession of clinical and applied sociology, and would benefit academic sociology as well. Academic sociology would benefit from higher enrollments and increased interdisciplinary activities. Clinical sociology will have carved a place for itself in mental health, and will see increased employment opportunities. Lastly, public recognition of all three areas will be increased.

References

Footnotes
1The guidelines developed by a subcommittee of the University of California, Los Angeles and Temple University and part of a report entitled "The Status of Part-Time Faculty" that appeared in the AATF magazine "Academic Forum." This report forms the basis for AATF's position on part-time faculty, which is that such positions should be treated like full-time faculty in all cases where their work is equivalent.
2These rights do not include entitlement to a full-time position should the part-time faculty member wish to become full-time. However, the class is defined by the regular procedures of the institution, like the full-time faculty member, the part-time faculty member in this case should not be allowed to waive a decision on tenure. Moreover, if full-time members of the faculty are eligible for certain considerations, part-time faculty members who possess the same academic qualifications and teach in the same type of program should be too.

Gender, from page 50

interaction between various factors or levels of explanation. The reader should be taken to the danger of explaining all findings in terms of individual factors. The reader should be conceptualized as a principle of social organization and a basic theoretical category, as well as a matter of individual differences. Even when viewed as an individual attribute, the possibility that gender is related to other characteristics, or is mediated by them, should be examined.
Call for Papers

CONFERENCES

American Association for Public Opinion Research Annual Conference. April 27-29, 1988, Hotel Vancouver, Vancouver, Canada. Proposals on any public opinion research topic will be considered. Final proposals should be sent to: Professor Robert L. Krosnick, Department of Psychology, University of California, 4000 McGee Ave., Pittsburgh, PA 15260. Deadline: January 1, 1988.

Annual Conference on Social Theory, Politics, and the Arts, October 28-30, 1988. American University, Washington, DC. Proposals may also include the subjects of culture, policy and the arts, cultural economics, art worlds, cultural consumption, philosophy and the arts, cultural and critical theory, arts administration, and education and art. The three-page paper abstracts are also encouraged. Send five copies of paper abstracts or panel proposals by May 1, 1988, to: Conference Committee, Department of Performing Arts, American University, 4000 Massachusetts Ave. NW, Washington, DC 20016 (931), 687-6761.

Association for the Sociology of Religion Annual Meeting, February 21-23, 1988, Atlanta, GA. Theme: "American, Religious and Sociological." Proposals for sessions, abstracts, and other suggestions are welcomed. Contact: Frank Lechner, Department of Sociology, Emory University, Atlanta, GA 30322.

Historic Communal Societies Association Annual Conference, October 9-11, 1988. Social and Cultural Affairs of the Little Bighorn, Rapid City, South Dakota. Theme: "Living and Interpreting Community: Comic Cycles to the Present." Papers, sessions, and presentations should be submitted in draft form and to be accepted and sent by April 1, 1988, to: Thomas J. Haffer, Messiah Archives, 4 East 22nd Street, Winston-Salem, NC 27101-3310.


National Conference of Overseas Students and Scholars, June 20-22, 1988, Hotel Sheraton, Philadelphia. Theme: "The Nature of Comparative Understanding and the Challenges of Cultural Diversity." General mailing address: University of Missouri, Department of Sociology, University of Missouri, Columbia, MO 65211.


North Carolina State University Department of Sociology, Sociology, State Library, College, NC 27515. Department of Sociology, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061. Department of Sociology, University of Texas at Austin, Austin, TX 78712. Department of Sociology, University of Wisconsin, Madison, WI 53706.

EX-SAMPLE

The Iowa World, 100 W. Division, Columbus, OH 43210. (614) 469-0500.

April 5-6, Pacific Sociological Association Annual Meeting, Riviera Hotel, Las Vegas, NV. Theme: "A Festival of Sociology." Contact Carol A. Stenzler, Program Chair, Department of Sociology, Box 1134, Montana State University, Bozeman, MT 59717. Department of Sociology, San Diego State University, CA 92182. Department of Sociology, State University of New York, Stony Brook, NY 11794.

April 9-11, SUNY-Buffalo Graduate Group in Marxist Studies Annual Conference, Amherst, MA. Theme: "Graduate Work in Contemporary Marxism." Contact: Jane Bere, Department Chair, Graduate Group in Marxist Studies, 401 Park Hall, State University of New York-Buffalo, Amherst, NY 14260. (716) 645-2106.

April 16-19, Annual Conference on Social Science Education for Southern Caliform Graduate Students in Social Science, San Diego State University, CA. Theme: "Effective Teaching." Contact: Tina McHale or huis Qi. Sociology Department, San Diego State University, CA 92182.


April 27-30, American Association for Public Opinion Research Annual Conference, Toronto, Canada. Contact: Kathleen A. Frankovic, CBS News Election and Survey Unit, 50th Street and 7th Street, New York, NY 10029.

May 10-12, Institute of Sociology, University of Illinois, Chicago, IL. Theme: "Sociology, Social Science, and the Media." Contact: Susan H. White, Department of Sociology, University of Illinois, 1107 South University Avenue, Urbana, IL 61801.


May 21-22, 1988. University of Illinois at Chicago Department of Sociology, Chicago, IL. Theme: "Sociology and the Media." Contact: Lawrence S. Mizruchi, Department of Sociology, University of Illinois at Chicago, 101 South State Street, Chicago, IL 60606.

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Obituaries, continued

two years at the University of Missouri with the specific purpose of studying under Admiral William F. Halsey. After over-
seas service in World War II, he attended the University of London, where he came under the tutelage of George Wallace, for whom he de-
veloped a lifelong admiration.
Fred Yoder was a man of great politi-
cal savvy and personal contracep-
tiveness. Even though somewhat over-
age, he was a fixture in the State House, serving in the Army Air Corps in World War II. After the war, he returned to Washington State University to hold a rapidly ex-
anding department of sociology and to earn his graduate curriculum, a program which has gained national recognition.
After 34 years at the university, as
builder, teacher and researcher, he re-
tired in 1984. He was active in the Democratic Party and became their candidate for the Fourth District at large
general seat. At the end of a hard-
 fought campaign, he returned to re-
 sidence teaching at Lewis and Clark
College, Western Kentucky State Col-
lege and Cornish College for a total of
15 additional years. In 1973, after spending two years in research at the University of North Carolina, he returned to Pullman, thus ending an academic career which spanned
35 years.
Fred Yoder had a breadth of knowl-
edge which was impressive if not
contemporary scholarship. He drew no
hard and fast lines between sociology
and the other social sciences. His soci-
ology was eclectic. He subscribed to
"a populist political ideology. In
understanding people in politics, he
published two books: an introduction to sociology and a history of the tools used
in the study of people. He is survived by his wife, Wilm,
"both in his work and in his private life.
We should not forget the local
pioneers. Fred Yoder not only brought a fresh approach to sociology, he went on from there to spread the word.

J. B. Bellows, Jr., Washington State University, Emeritus

Publications

The American Association for the
Advancement of Science has an-
nounced the publication of the
1986 Annual Survey of Science
Education/Science/1987. The
Association for the Advancement of Science has also published the 1986 Data Tapes of the 1980 Higher Education and Beyond: Science and Art
150-Year Follow-Up of the Longi-
dinal Study of the Higher School Class of 1837. For more information, contact
Carl Schmidt, Center for Educational Statistics, 1100 New Jersey Avenue
Washington, D.C. 20036. (202) 557-
6727.

Summer Programs

Brown University will host a 1988 NEH Summer Seminar for College Teachers on "The Analysis of American
Indians," June 20-August 12, 1988. Participants will receive a stipend of $5,500 to help defray their costs. Applications deadline is March 1, 1988. For additional information, contact

The University of Kentucky Center
Agriculture will hold its Annual
Summer Series on Aging, July 12-13, 1988, at the Hyatt Regency Hotel in Lexington. Registration fee and hotel accommodations can be obtained by contacting
Carl Smith, Center for Educational Statistics, 1100 New Jersey Avenue
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