Ministry Roster Project Begins

The ASA and Sociologists for Women in Society (SWS) are working together to compile a roster of Minority Sociologists. The roster is a compilation of information provided by individuals about themselves, including current job or student status, areas of interest, educational background, and current work projects in sociology. The roster will be made available, for a nominal charge, in the form of mailing labels, badges, departments, organizations, and employers can use the labels to contact the minority scholars for: possible job opportunities; service on editorial boards; involvement in meeting programs, panels, and sessions in a variety of ways; invitations for visiting scholars; inclusion on review boards for grants and competitions. Every ASA member will receive a copy of the roster form which needs to be completed by anyone interested in being included. The forms should be spread among the graduate students, friends, colleagues, and anyone interested in participating. Please distribute it to non-ASA members who would not get the mailing. A person does not need to be an ASA or SWS member to be included in the roster. ASA and SWS appreciate the cooperation of the Sections on Sex and Gender and Racial and Ethnic Minorities, the Association of Black Sociologists, and the Chicano Studies Association of the project.

If the roster project receives a good response, those listed in it and those using it, it will be updated on a regular basis. For more information, contact Carl Howell or Leo Maldonado at the ASA Executive Office.

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most fundamental rights of the vast major-
ity of the population, structures of death,
and exclusion and marginalization." His
work, which involves the reinterpret-
ation of reality by giving recognition to the
cure for the illness: the transformation of
the Salvadoran Society. To solve this crisis, he
wrote that we must seek the transforma-
tion of those "structures of death" into
"structures of life," giving development to a
just and equitable economy for the society
as a whole, and foremost, for the vast majority
of the population. This would demand the estab-
lishment of a real democracy, together with
economic development for the majority,
which are both indispensable for the
achievement of an authentic and durable peace.

After recounting the murders and listing
the names of the six scholars and two
women mentioned earlier, Dr. Rossana-
Fike proceeds to place the killings in context.

"Of course, these killings cannot be
accurately understood outside the context of
institutionalized repression and political
persecution. Within the context of the activities
doing the Salvadoran army, the constant
acquittal and the systematic and terroristic
practices of the government against churches and
human rights activists is evident. The very
nature of the killings makes the FSLN's
rendering of the truth impossible. The
psychological and political terror is
systematic and ongoing.

The different mechanisms of terror,
which are based on the use of
political repression, are employed
to eliminate any possibility of
resistance, and to silence any voice that
could challenge the regime.

The Salvadoran army, through its
strategy of terror and violence, is
seeking to eliminate all opposition to
its policies and interests. The killings
are evidence of this.

Our task is to document these events
and to use this documentation as
a basis for further action and
resistance against the regime.

We must continue to document,
report, and support the efforts of
those who are risking their lives in order
to bring the truth to light.

We must also support the efforts of
the human rights organizations
working in El Salvador, and we
must continue to support the
people's struggle for justice and
peace.

In conclusion, we must remember
that the struggle for justice and
peace is not only a struggle for
our own survival, but for the survival
of all those who are oppressed
by this system.
Inside the ASA Budget

Publications

By Karen Grey Edwards, Publications Manager

During the six years that I have been ASA’s Publications Manager, the income and expenses associated with the Association’s publications have consistently accounted for 47% of the Association’s total budget. The ASA now publishes eight journals, including the annual Sociological Methodology series, and two newsletters, Footnote and the Employment Bulletin. These publications make up well over 95% of the publications budget and will be the focus of this article. (Note that the Rose Monograph Series is funded through a Carol Rose Monograph Fund, except for a nominal honorarium, and is not included in the ASA’s general operations budget.)

Since 1983, the list of serial publications produced by the ASA and its members has increased significantly. The small audience once caged by the low-budget Teching Newsletter has grown to include the addition of the quarterly journal Teaching Sociology, purchased from Sage Publications in 1985. T5 now boasts close to 2,600 subscribers, both member and non-member subscribers. It is, in no small part, to editor Theodore Wageman’s aggressive promotion that the journal’s income has exceeded its direct expenses since its first year as an ASA publication. In early 1985, the contract with Jossey-Bass to publish Sociological Theory and Sociological Methodology was terminated and the two publications moved from ASA-sponsored journals to full-funded ASA publications. After much discussion in meetings of the ASA Council and the Committee on Publications, Sociological Theory became a semi-annual ASA journal while Sociological Methodology retained its annual hardcover format. The growth of sales of both ST and SM has moved at a slower pace than T5, yet each showed a slight “profit” in the 1988 budget analysis. The pressure on the Executive Office staff to maintain non-member subscriptions and handle the extensive promotion of the ASA-ST and SM, however, far outweighed the profit margin. In 1989, the production of both publications has been outsourced to Basil Blackwell, an internationally-recognized publisher with subscription and promotion resources which could not be made house publication.

The ASA continues to hold copyright, ownership, and editorial control of both ST and SM. With the expected royalty payments, editorial office expenses, and other financial benefits contracted with Basil Blackwell, the ASA can continue to maintain both publications.

After literally years of negotiations, both in-house and with other publishers, the long-awaited Sociological Practice Review expects to publish its first issue in April 1990. Basil Blackwell will produce the journal and will share ownership and financial liability. Although the actual format of SP is not yet determined, under the editorship of Robert Dentler we can all expect a quality journal in the field of sociological practice.

Not to be outdone, the ASA’s periodicals are varied and highly respected. The Association published a very large number of journals and some significant share of the association of its size and, as expected, these publications are a major expense. Yet, every year, the ASA has shown a profit (excess income over expenses) in 1986, (Final 1989 figures are not yet available). The ASA’s profits appear to range from $1,300 (T5) to $22,000 (ASA). I would like to briefly explain how the bottom line of each ASA publication is determined.

The income for each ASA journal or newsletter is comprised of: (1) dues allocation (the number of ASA members selecting that publication as part of their membership) (2) subscription income (3) advertising income (4) manuscript processing fees, and (5) other income (such as voluntary page charges). The expenses for each ASA journal consist of direct and indirect expenses. Direct expenses include: (1) printing and mailing to subscribers; (2) editorial office salaries, supplies, postage, and phone; and (3) editorial honorariums. Alumni to these direct expenses is a portion of Executive Office compensation (due to high functional expenses), certification, Professional Development Programs, and the Public Information Program. There can be little argument that each of these programs is important to maintaining the educational discipline of sociology. Without the publications, the ASA could not continue many of these programs or afford to develop new ones as the needs of members change.

The financial success of the publications program, in particular the journals, is in large part a factor of the hard work done by ASA editors, who often have been my pleasure to work over the last several years. The Association has several loan years before today’s comfortable balance of income and expense, and the ASA owes a debt to its editors for tightening belts and cutting expenses far beyond what we had any reason to expect. My thanks to them for making the financial end of my job easier.

The publications budget of the ASA is far too complex for me to review adequately in the space available in Footnote. I am always available to answer questions from members who may be interested in a part of the budget that I have not covered in this article.

Open Forum

Focusing Again on Open Scholarly Exchange

by Paolo Annunziata, President of International Institute of Sociology, University of Rome, Italy

In her note “Apartheid in Focus,” which appeared in the October issue, Elie Öyen states that I have "endorsed" her proposal for the Executive Committee of the International Sociological Association (ISA) on the issue of Apartheid. She has raised the XXX Congress of the International Institute of Sociology (ISS) in Rome last June. If the term "endorsed" means, as I think it does, approved with explicit backing or support, then her statement is not correct. When she asked me if I agreed with the proposal of the document she circulated at the ISS meeting, I replied that, although some detail was acceptable, I had objections to it, or reported, on the whole I did not find it objectionable.

However, the document to which I did not object—that is, literally against which I did not argue—was a somewhat different document. It presented also the other two participants from South Africa as being willing to Apartheid. It included the entire resolution passed in the Bureau Council of the ISS. It was one—third larger than the one published in Footnote. On the contrary, of course, it did not contain the last six paragraphs which were written for publication. It was an almost actual document circulated with the "confidential" label, "written—as stated at the end—for the EC of the ISSA in order for us to prepare for the Apartheid issue at the world congress next year.

Since the problem at stake was what are the correct and acceptable means to confront Apartheid issues at a scientific congress, I considered it irrelevant to argue against such marginalities as, for instance, the mailing time of the final program of the Rome Congress which, in fact, was mailed to all participants one month before the opening of the congress and which was presumably to be given three weeks earlier to ISA President M. Archin. What instead I found necessary, as a member of the EC of the ISA, was to oppose the traditional ISA policy concerning participation from South Africa, which in Öyen’s own words, consisted in "not accept South African scholars at its meetings unless the scholars have been recommended by the African National Congress or have signed a statement disapproving Apartheid." This was the policy implemented at the New Delhi World Congress in 1986 with unbearable consequences for the dignity of our colleagues from South Africa. In Rome, Öyen asked that the ISS adopt such a "political standpoint" foregoing its almost one hundred years of dedication to intellectual and scholarly exchange among sociologists. In his report, Ed Bogaart, the President at the time, rightly remembered the 1934 resolution against racism, and the waving of vlaggen for Israël or Jews in the Algerian government, at war with Israel, on the occasion of the 1974 Congress of the ISS in Algiers. These are historical high-points of which the ISS is duly proud and which are rooted in a longstanding loyalty to the basic value of the international academic and scientific community.

Born in 1983 in Paris, the Institute has not yet survived in a Europe constantly plagued by ideological, religious, political and military conflicts, and it has not been faithful to the principle of "bringing together sociologists from different countries for the study of sociological questions." (Art. I of the B/I Laws). If scholars would have been praised responsible for their governments’ policies and their participation in congresses made contingent on oath-taking, rejecting this or that socio-political condition of their own country, no international scientific organization would have survived.

The general position of avoiding socio-political judgments interfering with rules of participation in scientific meetings has also been a steady policy of the ISA, with the exception of South Africa’s Apartheid case. I do not think it necessary to point out the historical and organizational vicissitudes which could be considered in explaining the anomalous case, but its exceptionality needs to be underlined. "It is one of the few political positions the ISA has taken," I believe it is an important case," Öyen comments on her own report. And, at the EC meeting of last July in Varna, she went on in proposing that it should be maintained and thoroughly implemented at the next World Congress in Madrid.

I strongly objected to having South African participants cleared by the African National Congress before they could be admitted, not for reasons of solidarity and political determination, but precisely because the ISA’s policy was to avoid putting the onus of signing a statement upon specific persons belonging to a particular association or country.

In this way, the unacceptable of any sort of oath as a prerequisite for admission to scientific meetings was clearly recognized, and moreover, the equally unacceptable procedure was rejected which demanded that an academic and professional association should require clearance of the participants to its meetings by an extra-scientific political body. In this case the African National Congress. I hope that this discarding of the traditional policy of the ISA is definitive, because I do not stand the possibility of reasonable support on the latter, and for me very extraordinary, contention. We should be grateful to Öyen for having raised the issues of ISA and ISA policies toward South African participation, to further his firm stance contrary to the history of ISS, to Archer for her wise leadership of ISA and the balance of her position on the issue of South Africa, to the EC of the ISA for its decision. I consider it a fortunate circumstance that these important occasions coincided two official responsibilities, for ISA and for ISA. I believe that in this case the ISA has not shown itself to be out of touch with the majority of its members, in the light of the comments Professionals and historical experiences of the ISA, which is one of its institutional members. I do hope this represents the beginning of a new and long period of associational complementarity and genuine cooperation.
Support for Independent Scholars

One of the goals of the Professional Development Institute is to develop better linkages and collegial discourse between academicians and sociological practitioners. An important part of this task is to pay closer attention to the needs of independent sociologists (those engaged in sociological research and practice that is not part of their professional activity at an educational institution). In the following, thanks to Harold Orans and Russ Koppel, we present useful information on support services and electronic networking for independent sociologists.—S.J.

Organizations and Services

A list of scholarly groups of possible interest to independent sociologists not affiliated with an academic or research institution is given below. Typically, such groups offer scholarly meetings, including discussions of members' research, a newsletter, information on professional events and grants, and help in gaining access to academic libraries. The list has been prepared by Harold Orans as part of an informal international needs of independent sociologists being conducted for the ASA Committee on Employment. (As a result, new entries appeared in the November 1984 Footnotes.)

Some groups are frail and the hard-pressed president may not even respond to an inquiry, while others are more robust and efficient, most rely on volunteer labor and few pay staff. The names of those noted here have or would welcome sociologist members: several others concerned primarily with interdisciplinary or historical research are listed in The Independent Scholar, Summer 1989 (available from The Independent Scholar, 105 Vaccae Road, Berkeley, CA 94707; 415-549-1922).

For several years, the ASA Executive Officer has, upon written request accompanied by a vita, provided letters of introduction for unemployed sociologists seeking library use at academic or research institutions. The precise services available may vary at different libraries. Comments on the experiences of individual sociologists and on other ways in which ASA might help them are invited. Those should be sent to Harold Orans, 3314 Brooklawn Terrace, Chevy Chase, MD 20815-3901; (301) 652-7118.

Independent Scholars Needed for Research Project

Historians and sociologists who are independent scholars are needed for research being conducted at Northwestern University. Results of the project will add to understanding of scholars outside academe and may influence the policies of relevant institutions. The project is supported by a Spencer Foundation grant.

Individuals doing scholarly research that is not part of their employment. This project concentrates on a part of all independent scholars. Persons are sought who:

- have a PhD from a history or sociology department;
- are conducting a scholarly research project that is not part of their job description; and
- are not retired faculty members; and
- have published scholarly writing as an independent scholar.

Interviews last about one and one-half hours and cover the individual's research and writing, aspects of one's life history, and one's current social world. Social world includes: Who reads drafts of your writing? Do you belong to a local study group? What are your associations with national disciplinary organizations? etc. Interviews will be recorded and transcribed, and the interviewee will receive a copy of the interview transcript.

Interviews are conducted by James Bennett, who has been writing about independent scholars for the past five years. Principal advisor is sociologist Howard S. Becker, MacArthur Professor at Northwestern University. Interviewers and interviewees sign a consent form guaranteeing confidentiality. Interviews will be conducted during October 1989—September 1990, in person or by telephone.

If you are interested in participating, please send a copy of your current vita to James Bennett, Center for Urban Affairs and Policy Research, Northwestern University, 2400 Sheridan Road, Evanston, IL 60204-8000; (312) 491-3585.

Electronic Communication

Sociologists in academic institutions are able to use the computer networks BITNET and NSFNET to communicate with one another and to access databases and certain organizations. Ross Koppel, Policy Committee Chair of the ASA Sociological Practice Section, is broadening ways to allow independent sociologists to participate in these networks. Steve Bunt, ASA Director of Professional Development, will contact the chairs of all departments requesting that they work with their respective computer centers and with local independent sociologists to secure access to the networks. Moreover, Bunt and Koppel will work with the computer centers to develop procedures for those scholars who might find it difficult to provide access, while limiting access to other areas of the computer.

Independent sociologists who wish to have access to BITNET or NSFNET should write to Ross Koppel at Social Research Center, Suite 270, City One, Philadelphia, PA 19107.

UCI Establishes Sociology Department

The recent decision by the University of California at Irvine (UCI) to establish a sociology department—becoming the second major U.S. university in recent years to do so—received deserved praise from ASA President Judit Rudnitzky, President of the American Sociological Association, in her testimony before the California State Board of Control. "I am pleased to see a broadening of the sociological enterprise," said Judit Rudnitzky, the department's new chair. "When the UCI School of Social Sciences decided to establish its own sociology department, it was following a national trend. I believe the department can have a major impact on the study of society." Rudnitzky went on to say that sociology departments are "unique in the sense that they bring together people from all walks of life to study the human condition. Sociology is a discipline that is concerned with understanding the social world, and it is the only discipline that does so from a scientific perspective. This means that sociologists use scientific methods to study human behavior, and they must always keep in mind that the world is constantly changing. In this way, sociology provides a unique perspective on society." Rudnitzky concluded her remarks by saying that she looked forward to working with the new department and its faculty members to further the goals of sociology.

There are currently six faculty members in the department—Professors Francesca Cancio, and Linton Freeman; Associate Professor Jerry Kirt and Assistant Professors David Smith and Samuel Gilmour. The percentage plan to recruit new faculty members this year. "The department is building a new department, which is the oldest sociology department in the country," said Judit Rudnitzky. "We are committed to building a new sociology department that will be able to address the needs of a diverse society. Our goal is to create a department that is committed to the advancement of sociology as a discipline." Rudnitzky also said that the department is committed to the training of graduate students and to the development of new programs. She concluded her remarks by saying that she was excited about the prospect of working with the new faculty members and the students who will be enrolled in the department. Rudnitzky concluded her remarks by saying that she was excited about the prospect of working with the new faculty members and the students who will be enrolled in the department. Rudnitzky concluded her remarks by saying that she was excited about the prospect of working with the new faculty members and the students who will be enrolled in the department.
Center for Research on Women is a Goldmine

by Carla B. Haynes

The Center for Research on Women at Memphis State University is one of about 40 Women's Research Centers around the country and one of only three in the South. Founded in 1973 with an initial grant from the Ford Foundation, Sociologists have been key players in the interdisciplinary research its begun. Ronnie Thornton Dill was the original Director. Lynn Weber Cannon now serves in that role.

The Center's mission is to promote, conduct, and disseminate research on women of color and Southern women. Cannon says, "Our broad goal is to improve the life circumstances of people of color, women, Southerners, and other oppressed groups by building the knowledge base of information about their lives, strengths, struggles, and challenges. We seek to conduct research that will contribute to our own self-knowledge and that will contribute to the understanding of others." Additionally, we seek to improve access to educational opportunities for students of all backgrounds.

Examples of recent research projects at the Center include: "Women and Mobile Services" and "Color: Employment for Professional Women: Social Mobility, Race and Women's Mental Health; and Coping and Survival Strategies of Female-Headed Families. The Center has obtained over $1 million grants from the Ford Foundation, the Aspen Institute, National Institute of Mental Health, and the Fund for the Improvement of Post-Secondary Education.

Ronnie Thornton Dill is heading the Center's new research initiative on rural poverty, working with Michael Timberlake and Daryll Tuttle (both of Memphis State), Bruce Williams (University of Minnesota), and Richard Moynihan (University of Tennessee-Martin). The research will explore the relationships among gender, race, family structure, and poverty within one community. The one-year exploratory study looks at the coping and survival skills of black and white female-headed families, using data collected through interview, ethnographic methods, and Census data.

In addition to research projects, Eliza Higginbotham has led the Center's efforts to integrate more research on women into the curriculum. The Women's Studies has evolved into a full-fledged program in the last 15 years. The Women's Studies Program offers majors in Women's Studies on the undergraduate and graduate levels.

Emeritus Member Criteria Changed

The ASA Council recently changed the criteria for Emeritus membership in the Association. To change from a regular member to an Emeritus member, a person must be retired from the primary work place and must have been an ASA member for at least 10 years. There is no age requirement. Does for Emeritus members is $15. Duties may be waived on request. The $15 covers the direct cost of mailing Emeritus member newsletters, the Preliminary Program, the bulletin, and other communications. If Emeritus members wish to belong to Sections or subscribe to journals, they need to pay for the appropriate fees for those benefits. Of course, those eligible for Emeritus status may make a donation to remain regular members of the ASA.

The ASA values the longstanding membership and participation of its current and future Emeritus members. If you wish to move to Emeritus member status, please request a letter from the Executive Office to make the change.

Correction

Richard Martin, author of the story on Alan Sica, incoming editor of Sociological Theory (November 1993, page 1), had his affiliation incorrectly listed. He is at the University of Illinois Press.

SSS Clearinghouse

The Southern Sociological Society has established a clearinghouse for information on incidents of campus racism, anti-Semitism, and antiforeign discrimination, harassment, and violence. Readers are encouraged to report known incidents for inclusion in the database to Jerry Dockery, Clearinghouse on Violence and Discrimination, 900 semi-officially from the University of North Carolina, Chapel Hill, North Carolina, 27514.

Awards, from page 1

Distinguished Career Award for the Practice of Sociology. This annual award honors outstanding contributions to professional behavior. The award recognizes work that has substantially served as a model for the work of others. Work that has significantly advanced the utility of one or more speciality 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 discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent not less than a decade of full-time work involving research, administrative or operational responsibilities as a member of or consultant to: (a) public or private organizations, agencies or associations, or (b) as a private practitioner. Nominees may be selected by any current ASA member and must be ASA members at the time of receipt. The recipient will be notified of the award on or before April 1, 1993. The deadline is April 30, 1993.

Dissertation Award (Inaugural). This annual award is given in recognition of unusually good work without regard to specialty area. Nominees must be received from the student's advisor or the scholar most familiar with the student's research and should explain the precise nature of the work and why the result merits the Award. Dissertations defended since January 1, 1988, will be eligible. Send nominations (with two readable copies of the dissertation) by February 15, 1993, to Shoshana Sica, Department of Sociology, University of California, Riverside, CA 92521.

Tradition Awards

Dulcie-Johnson-Traxler 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 Frazier. 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 advancing the development of scholarly efforts in this tradition. A nomination statement should indicate career or achievements, teaching, publications, and the way in which these are consistent with the traditions of these outstanding Afro-American scholars and educators. Send nominations for the 1992 award by March 31, 1992, to Cheryl Townsend, 2330 D Street, Sacramento, CA 95818. The recipient will be notified of the award on or before April 1, 1993. The deadline is April 30, 1993.
Scholarly Exchanges Between Hungary and the U.S.

by Anthony Chater, University of North Carolina-Chapel Hill

During his recent visit in Hungary, President Bush of the United States paid official visits to several European cities, including Budapest (1990). While in the capital, he held a joint press conference with Hungarian officials at a November meeting in Washington, D.C. In this brief note, I’d like to share with sociologists, and not only specialists on Eastern Europe, some thoughts about how to make use of existing and new opportunities for scholarly exchanges with Hungary.

During a week’s visit in Hungary this past June, I discussed this topic with some Hungarian sociologists and a NSF Embassy official in charge of scientific and cultural exchanges. I am also currently serving on the discipline Advisory Committee for Fullbright Scholars in Sociology at the Council for International Exchange of Scholars (CIES) in Washington, D.C., which administers the Fulbright Senior Scholar Exchange Program for USA. One of the tasks of the committee is to make these exchanges more visible and attractive for both parties. With respect to Hungary, there are two aspects to be covered:

1. Since this information is viewed as especially important, what issues U.S. sociologists might have an opportunity to study in Hungary as a result of recent political and economic changes? and
2. How can U.S. participation be organized and financed?

(1) Hungary is in the grip of momentous political and economic reforms. In politics, the new national state is being dismantled and democratic institutions are being introduced in politics and the news media. In reproductive is the work force, in social services, in the justice system, in local government. In the economy, the new private sector is being set up in the public sector, with foreign firms, reduced subsidies for state enterprises, the gradual liberalization of market forces in the years of price determination, changes in management, in labor, in agricultural policy, and much else transforming economic institutions. In social policy and social services, voluntary organizations, non-profit foundations, religious organizations, etc., are gaining the right to organize and to operate.

These political, economic, and social reforms pose many concrete and practical questions of public policy and implementation, about how to create new institutions and reshape existing ones, and how to address issues and problems that should be handled in a changing society. How does one democratize the work place by providing employees more rights and making managers and administrators accountable? How can the police and the justice system be made more accountable to the citizen? How should a democratic civic culture be taught in schools and otherwise nurtured?

What functions should local government and non-state associations be responsible for in democracy today? How to increase professionalism and professional autonomy in law, social work, education, management? How does one combat unemployment, labor mobility, and retraining workers in old industries that have been hit by collapse? The effects of these changes on the welfare state and on the whole society have been the object of much public debate.

These and many related issues demand attention, thought, and action. Hungarian intellectuals, politicians, and entrepreneurs are debating them. Hungarian sociologists are not only institution builders. There is a sense of immediate and rapid change, of optimism about the future, and of a great deal to be accomplished in a short time.

The best source of up-to-date information in English about ongoing sociological research on these and other topics is the Journal of the Institute of Sociology (136 pages, 1988), published by the Hungarian Academy of Sciences. Membership in the institute is obtained by writing to MTA Sociológiai Kontor Internet, 914, H-1125 Budapest 1.

According to its director, Dr. Tamas Gyoleczyk, the institute has an active research program in industrial sociology, sociology of work, and economic organization in political sociology and public policy; in the sociology of law; and in the sociology of culture. Life-styles, and microsociology. The institute is the official institutional base for sociologists who wish to research these topics and collaborate with Hungarian researchers.

An example of institution building is centered at Eotvos Lorand University, under the direction of Dr. Zsuzsa Ferger, where degree programs in social work and in social and public policy have been introduced, at the BA and MA level, and plans are to do the same at some public universities. U.S. development, and field work training for social workers, probation officers, health and social policy professionals can make a contribution to the professionalization of welfare state services delivery in Hungary. Information can be obtained by writing to Institute of Sociology at Eotvos Lorand University, Department of Social Policy, Renyi Bela Ter 2, 1083 Budapest VIII, Hungary.

For those who might best contribute to intellectual exchanges through courses, public lectures, and seminars at a Hungarian University within the framework of American studies and sociology, some topics and courses could be of great interest. According to Robert McCarthy, the officer at the U.S. Embassy responsible for cultural and education programs, among these topics are political sociology, the sociology of law, the sociology of science, and the sociology of religion (the role of religion and religious institutions in a rapidly changing socialist society).

As far as organization and financing such exchanges are concerned, both CIES (which manages the Fulbright program jointly with USAID) and the Ministry of Education and the Hungarian Academy of Science which accept Fulbright nominations in consultation with U.S. Embassy officials, are open to flexible arrangements enabling U.S. scholars to spend three to six months in Hungary, when that is appropriate, in addition to the more usual arrangements for ten to three months framework for the Fulbright program. The last source of information on organization, finance and up-to-date developments on Fulbright programs in Eastern Europe and the USRRE is in George Lovelock, Executive Associate at CIES, 3400 International Drive NW, Suite M-300, Washington, DC 20006-3000; (202) 686-6251. One hopes that these sociologists and those with a particular expertise who are in East European specialists and who may have busy professional schedules, spouses in careers, adolescents in school, to mention but the most obvious obstacles, can thus be easier accommodated, and will consider participating in Hungarian scholarly exchanges.

Agenda Proposed for Arctic Social Sciences

The Committee on Arctic Social Sciences, an offshoot of the National Research Council’s Polar Research Board, released a multidisciplinary blueprint for federally supported social and behavioral sciences research in Arctic areas. The report, Arctic Social Science: An Agenda for Action, recommends that the National Science Foundation (NSF) be given a national recognition as the lead agency in coordinating such Arctic research. At a meeting convened for the report’s release, Committee Chairman Oran Young said the National Science Foundation is “clearly” the appropriate agency to play this role. The report further recommended that the National Science Foundation support experienced Arctic researchers to manage the overall effort.

The report is divided into two principal sections: the first covers program initiatives while the second examines organizational issues. The report does not address the financing of its recommendations, though it notes that even without budge
tary increases for Arctic research, improvements in the current research structure can be made. Young did note that the National Science Foundation would need resources to hire the proposed program manager. One Polar Research Board staff member noted that Agenda for Action will be used at least in part as a guide in the first biennial revision of the U.S. Arctic Research Plan, due in July.

Young noted the difficulty his committee faced in putting together a comprehensive agenda for studying the human components of Arctic regions. After consulting with experts in the social and behavioral science disciplines, Young said committee members had an “imposi
tively large” number of themes and ideas with which to work. In an effort to “Prioritize,” several criteria were set, including the recommendation that program priorities initiatives should transcend national disciplinary boundaries and link social and natural sciences. The report outlines the three major themes under which program initiatives were fall. They are: human-environmental relationships; community viability; and rapid social change. The report offers the framework and justification for each of these themes, as well as representative types of questions and issues to be incor

porated into applied and basic research. Research in the context of opportunities for international cooperation is also explored. The report notes that the types of research questions cited to illustrate program opportunities are not intended to be exhaustive or exclusive.

Suggested program initiatives are quite varied. They include studies on methods of resource allocation; the impact of global warming trends on Arctic populations; Arctic family and education research; migration and psychosocial adjustments of the workforce; work force, obstacles in community survival; and social stress, alcoholism, and mental health in the Arctic environment.

Beyond its call for the National Science Foundation to serve as the lead federal agency in Arctic social and behavioral science research, the report recommends strong interagency coordination. According to the report, involvement could open

a wide range of agencies, from the Department of Defense and the National Institute of Mental Health, to the Departments of Transportation and the U.S. Fish and Wildlife Service. “Interagency coordination could produce significant advances in our understanding of Arctic phenomena,” the report offers. “The report recommended the creation of a task force under the auspices of the Interagency Arctic Research Policy Committee. The task force would consist of social scientists from federal agencies with Arctic responsibilities or interests.

Copies of Agenda for Action are available at no charge from the Polar Research Board, 2101 Constitution Avenue, NW, Washington, DC 20218.

Reprinted from COSSA Washington Update

Eastern European Cities in Comparative Perspective

An international panel of scholars gathered at the University of Texas at Austin to discuss the political, economic, and sociological aspects of the Eastern European models of urban development. The meeting was sponsored by the Center for Soviet and East European Studies, the Department of Sociology and the Lyndon B. Johnson School of Public Affairs. The organizers were Joe Fixan and George Hegesh.

There is dual controversy regarding the Eastern European model of urbanization: in the first place, this model is contrasted with the Western (capitalist) one; in the second, the differential course of urbanization within the Eastern European countries and societies is discussed. The debate on urban social pathology, which currently dominates the scene, is based on the following generalization: the more advanced and capitalistic one, is instrumental in highlighting the first controversy. Ultimately, a discourse on the impact of the State and the Market on the general shape the urbanization takes is relevant to the second controversy.

The workshop was divided into two sessions, one dealing with housing problems (J. Hegesh—Institute of Sociology, Hungarian Academy of Science, H. Moton—City University New York, the other with urbanization (B. Minstal—University of Indianapolis at Fort Wayne, A. Hellen—University of Texas, Austin). The former focused on housing questions during the period of modernization of East European countries, and latter on the urban problems of economic decline of the 1980s. Both sessions were commented upon and discussed by scholars (I. Feng—University of Texas, Austin, M. Goldthorpe—University of California, Los Angeles, L. Rhodes—University of Texas, Austin, B. Roberts—University of Texas, Austin, N. Rostow—Georgetown University). The discussion centered on the social consequences arising in other social and political contexts (i.e., U.S. and Latin America).
The Development of Sociology in New Zealand

by Paul Spooner. President of the Sociological Association of New Zealand and immediate Past Vice-President of the Sociological Association of Australia and New Zealand

New Zealand provides one of the outposts of the sociological enterprise. The number of students and researchers is small by world standards and research achievements are modest. But in the last few years it is beginning to develop a new confidence as it grows and explores its options in the South Pacific.

Symptomatic of this maturation process is the recent decision to split from the Australians. From the early 1970s, when the principle sociological organisation had been the Australian and New Zealand Sociological Association (SAA), which has been responsible for an annual conference and the publication of the Australian and New Zealand Journal of Sociology, the SAA turned to the Editorial Board and, with two positions on both it, was a productive association and SAANZ has played a role in the promotion of sociology in New Zealand. However, the two countries are quite different socially, and the tension which might exist, and the contrast tended to produce rather important differences in focus.

New Zealand is a small country (population 3.35 million) with a long tradition of liberal values on matters such as welfare and political rights. In contrast to Australia where the migrant population has come from a wide range of countries, New Zealand has drawn the bulk of its migrants from Britain, and more recently, the Pacific Islands. Hence, and Tonga, Cook Islands, Fiji, etc. There is also a significant and politically active indigenous population, the Maori, who currently constitute about 14 percent of New Zealand's population. New Zealand sociology has reflected these interests in welfare and political rights, and especially the rights of the Maori as first constituents in the Treaty of Waitangi signed in 1840 between the British Crown and the Maori. These were not issues shared with the Australians at all, and a concern at the dominance of Australian interests has led to the establishment of the New Zealand Sociological Association in 1965. This, with its own executive as a legally constituted branch of SAANZ and during 1987, the executive was charged with exploring the possibility of severing ties with the Australians. At the 1987 New Zealand Sociological Conference, the matter was put to the vote and the overwhelming opinion was in favour of breaking away. The vote was supervised by Dr. Sid Kink (University of Utah). An interim executive followed, and in August 1988, a new constitution came into being at the annual sociological conference, and the Sociological Association of Aotearoa (New Zealand), referred to as SAA, was born. In December of the same year, the Australians discussed and voted on the same issue (sociology at a general meeting) and they decided to leave. They then formed the Australasian Sociological Association (TASA). By 1989, TASA had 160 members. There are currently 89 members. The core of the membership includes those who teach sociology in New Zealand's universities. But SAA, and its predecessor, has always had a significant non-academic sector, and a large proportion of its membership are employed in non-academic jobs which is quite unlike TASA where the equivalent proportion is much smaller, again with important differences in focus for the two societies.

Sociology could be said to have begun in New Zealand with the establishment of the Bureau of Social Science Research in 1936. It might have begun much earlier if Herbert Spencer's biologist ancestor had insisted on teaching him with his ambition of migrating to New Zealand last century! But this was a short-lived activity and it really only worked for a while. The teaching of sociology in universities began in the late 1950s that sociology was truly established. The first department was at Victoria University of Wellington under Professor Jim Robb. Now there are five departments (the universities of Auckland and Lincoln do not have departments but do employ sociologists) with almost 60 full-time staff and about the same number of part-time and junior staff. There are sociologists employed in medical and other services and a growing number in non-university tertiary education. The service applied courses such as nursing.

Teaching has always been given a great deal of attention in the New Zealand context. As an indication of what is involved in teaching sociology in New Zealand, Massey University provides a course although not necessarily a typical one. The university currently has 7,000 students enrolled at full-time on-campus and another 17,000 enrolled as off-campus or external students. The Department of Sociology has 13 full-time staff (one professor, four associate and several teaching staff) and 21 undergraduate courses. There are four first year courses. "Introductory Sociology" attracts about 800 students, both internal and external, while "New Zealand at Society" has about 500. The students are then required to undertake core theory and research methods (the first and second and third year levels) to complete a major along with three other sociology papers. Twenty-one papers required for a bachelor's degree. There are a number of graduate students with about a dozen Registered Research Associates. The dominant paradigms in the teaching of sociology taught are heavily British and North American in theory to local requirements, and journals such as New Zealand Sociology and Site are important vehicles for these attempts at theoretical foundation. We are still influenced by sociology from elsewhere (and always will be), although the major points of contact with U.S. sociology come via sabbatical leave in the U.S. and the regular and approved arrival of American Fulbright scholars. Research has developed rather more slowly. The conditions of appointment for university staff are quite generous and every seventh year is a non-teaching year for all staff. New Zealand faculty have all been sabbatical which provided the best opportunity for research although, until recently, SAA were required to remain overseas for the year. Since the 1970s, a number of developments have helped the development of research. Firstly, the growing sociology departments were producing suitably qualified students who were going on to do postgraduate or contract research. Secondly, many government departments established social research units and in the 1980s, local authorities have also employed sociologists for research. Both national and local government employ significant numbers of sociologists and require research which has a direct policy application. Thirdly, there were new sources of funding. The Social Science Research Council was not set up until 1959 and is currently responsible for dispensing approximately $52,0000 per year. Other funding agencies, such as the Medical Research Council, have tended to fund more and more social scientific research during the 1980s.

A recent development of a research tradition has meant that there are some issues that need addressing by SAA. One of the more important is a code of ethics in a way that is reflecting the interests of sociological researchers and the reputation of sociology. SAA is moving to develop and adopt a code at the moment and it has looked closely at the ASA code. Another major gap is the lack of long-term funding which is a basic and extensive research to be done. The teaching commitment of university staff and the policy-specific environment of government researchers, which is that more sustained projects have not been possible. Instead, some of the most impressive and important research has been done as thesis work at a graduate level. By U.S. standards, a Master's thesis in New Zealand is a weighty document of around 100,000 words in length. PhD programs only require that a thesis be submitted (hence even more substantial tome) which is then examined by two qualified sociologists from the host university, another New Zealand based sociologist and a member of the 12 to 15 MA sociology theses, a smaller number of PhD theses, which are completed each year are an important element in local research. It is difficult to characterise the major research areas, the local area is a small one, and the overlaying issue has been the over-riding issue has been that we have encouraged sociologists to look at what has produced New Zealand's high literacy rates alongside liberal political policies such as making New Zealand a nuclear-free zone. The nature of new government has certainly encouraged an interest in sociological teaching and research and confirmed the need for a New Zealand focused sociological society, and hence a local sociological association.

Sociologists Study Food and Society

Nearly 80 persons attended the Third Annual Meeting of the American Food Society (AFS) in College Station, Texas, from June 3-5, 1990. This year’s meeting included 40 papers in 19 sessions, dealing with issues ranging to the causes of the hunger, the myth of food security, the eating habits of the poor, the impact of racism and sexism on the food chain, and much more. The meeting also featured workshops on such topics as: "Choking Freely: Our Ancient Natures in a Modern World," "Sabbatical leaves were also held. One was organized around recent changes in knowledge of the biological makeup of beef and its sequences for human health. The second dealt with an assessment of the green revolution. The discussion was led by Norman Borlaug, who won in improving wheat varieties earned him a Nobel Prize. The meeting also featured workshops on such topics as: "Choking Freely: Our Ancient Natures in a Modern World," "Sabbatical leaves were also held. One was organized around recent changes in knowledge of the biological makeup of beef and its sequences for human health. The second dealt with an assessment of the green revolution. The discussion was led by Norman Borlaug, who won in improving wheat varieties earned him a Nobel Prize."

Good Ideas

Starting in the fall of 1990, students entering the University of Connecticut will be required to enroll in a new course titled "Race, Gender, and Cultural Diversity in American Society." Myra Marx Ferree, a sociology professor, designed the course to make up the course part of the general curriculum as a way to redress discrimination. "We're doing the best we can with the students we have," Ferree says. For more information, contact Myra Marx Ferree, Department of Sociology, University of Connecticut, Storrs, CT 06268.
Open Forum

How Was Plagiarism Overlooked?
The February 1989 Footnotes (page 2) discuss the Foon plagiarism case. As you report, the Publications Committee of the ASA has decided that Foon plagiarized two articles by Thomas P. Wilson. Her article was published in Social Psychology Quarterly (Volume 50, Number 11). The committee had a chance to read both papers referring to the February 1989 issue of Footnotes that carried a review of Wilson's ASR at the American Psychological Association meeting. At the same time, they received several letters critical of the curriculum review process. The publication committee has not yet made a final decision on the issue.

Ben Foon, SUNY Buffalo

Rejoinder on Foon Plagiarism Case
The ASR has received letters from Dr. G.L. Jones of the Department of Sociology at the University of North Carolina at Greensboro, and from Dr. D.G. Coates, Dean of the Arts Faculty of the University of Illinois at Urbana-Champaign. Jones has questioned the committee's decision to award the 1989 Footnotes Award to Foon. He points out that Foon plagiarized a significant portion of her work while at the University of North Carolina. J. Coates has written that the publication committee must reconsider its decision in light of the evidence presented.

Is ASA Committed to Sociological Practice?
It is too bad that the ASA's commitment to Sociological Practice is not reflected in the interests of the area of Sociological Practice. The ASR is a forum for the exchange of ideas and the discussion of issues relevant to sociological practice. However, it appears that the publication committee has not adequately addressed these concerns.

Does ASA Endorse Sociological Practice?
In a letter to the editor, David J. Kellner, Editor, The Clinical Sociology Review, reports that the ASA has endorsed the practice of Sociological Practice. However, the publication committee has not yet addressed this endorsement. The committee must do more to support the practice of Sociological Practice and to ensure that it is reflected in the interests of the area.

The Voting Rights of Student Members
This is an inquiry concerning the voting rights of student members in the ASA. During itsFall Annual Meeting in Chicago, considerable ambiguity was conveyed concerning voting eligibility requirements. We are not aware of any reported voting rights being denied on membership grounds. Another member contended that voting rights were contingent upon a Master's degree.

During the resolution session of the meeting we asked the ASR's legal counsel for clarification and considered the first Executive Officer for an opinion. It was informally ruled that students were not allowed to vote. Immediately following the meeting we approached the President and the President of the ASRA who indicated voting rights were contingent upon the amount paid in a registration (taxi to ASRA subsidizes).

As does paying members of the ASRA, we seek clarification on voting qualifications. Are voting rights contingent upon paying full registration? Are students, seniors, unemployed, and disabled members all disqualified from voting based on economics?

I believe all ASA members should be allowed to vote regardless of registration status. If registration status is a limiting factor, we believe that information on voting eligibility should be clearly delineated on the registration form.

We appreciate your cooperation and attention to this matter.

Donald Davis, University of Tennessee (PhD Student); Melvin F. Hall, University of Notre Dame (PhD Student); Karen Laver, Pacific Lutheran University; Mark Meyerson, San Francisco State University (letter also signed by 36 other students)

Editor's note: ASA membership categories and privileges are defined by the Bylaws, Art. 1, Section 1 through 8. This information is summarized on the back of each "Membership Renewal Notice" which reads: "There are four types of membership in the Association: Voting Member, Voting Associate member, non-voting Associate and non-voting Student Individual." Full membership categories have the right to attend and participate in the Annual Meeting. They are entitled to a subscription to the ASRA newsletter Footnotes and to a discount on such publications as the Newsletter or the Council may decide. Anyone "subscribing to the Journal of the Association" may vote in the election of a Member. The ASRA subscribes two in the Student and Low Income Member categories, by offering reduced dues and reduced meeting registration fees. Student members may not vote in ASRA elections on the business meeting. The bylaws are the basis for this policy, not registration fees, subsidies, or anything else. However, students may choose to be a full voting member of the ASRA, regardless of their degree in sociology. They would pay the appropriate dues based on their income. Note, low-income member dues and student dues are the same.

Technology is too important to be left to the engineers.

The article by Stephen A. Bull in September Footnotes ("Engineers with Sociologists on Technological Change") fills a need for greater understanding of the role of sociologists in technological change. Unfortunately, there is a great need for other professionals such as engineers and health practitioners to collaborate with sociologists about the implications between social processes and social structures, on the one hand, and technological devices and practices, on the other. But there is also a need to report back to the professional sociological community on such consulting events and their subsequent results. I hope that the editors agree that such a major new reporting direction for Footnotes.

But in such reporting one cannot simply fall into the same conceptual traps as the actor-playwright problem. Thus I recommend, without even the briefing of potentialistic comments, the consensus among participating sociologists. It is the human and organizational questions connected with the implementation of technology, as quickly, that the technological system is, that are problematic. This statement needs to be debated because, to recite a truism, technology is too important to be left to the engineers.

In many instances, the 'technological elements' may themselves be problematic because they reify not easily recognized assumptions about human behavior and consequences or values. Moreover, some technological elements are based on inadequate understandings about how physical, biological and social systems work, especially at their interfaces. "Following these three examples will illustrate the point."

1. Many engineers claim that the location of districts are purely technical. But the United States has, since about a century of political fights on whom districts are to be drawn, arrived at the fact that a wide range of values held by diverse constituencies are affected by such "purely technical" decisions.

2. The traffic engineering decisions about the length of time "walk" signs should be on and placement of "free" right-hand turns do not accommodate the needs of persons who cannot cross streets without assistance.

3. This has struck the social worker, in which the elderly, the disabled and others who do not want to risk crossing at what they perceive as dangerous intersections. 3.

3. Much of the water pollution in this country can be attributed to early twentieth century engineering beliefs, when engineers argued for covering up wetlands by dumping wastes into rivers (distillation is the solution to pollution). The objections of public health physicians that this practice would contaminate the water supplies of communities living downstream were dismissed with another engineering solution—filtration and treatment of domestic water at the intake point.


Steve Buff Replies
I agree entirely with Beth Lea's substantive comments. Engineering is too important to be left to the engineers, and the same could be said for medicine, law, or, for that matter, any profession, including our own. (However, I stand by my report as an accurate portrayal of the two conferences where questioning of engineers' technical assumptions was rarely made.) Furthermore, I believe almost all engineers' assumptions in mind when I suggested that the complexity address the extent to which the revolution may be to either a monster or an empowering force: society. In using the formal term "monster," I was referring to the process, as frightening as any science fiction, by which humans create a structure of relationships in which they lose their control over their labor, their products, and their relations to one another. Such a loss of control is central to the concept of automation. This is one possible fundamental critique of the technological revolution that would certainly encourage the "basic "knowledge" assumptions of engineers.


Stephen A. Buff, American Sociological Association

Pre-Publication Discount Available on 1990 Biographical Directory of Members

The 1990 Biographical Directory of Members will be published in early March 1990. This special supplement, that updated in 1982, contains name, address, degrees, position held and employer, electronic address (if provided), office phone, section membership, and areas of interest for each of the 15,000 members of the ASA. Regularly $15, ASA members using the form below and ordering by February 28 may receive the directory for a pre-publication discount price of $10 each. Also available for this special offer is the complete set of 1990 ASA reference materials, including the 1980 Biographical Directory of Members and the Guide to Graduate Departments. Use the form below and mail to the ASA Executive Office by February 28 to take advantage of these special prices.

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Offer valid to ASA members only. Prepaid orders must be received in the ASA Executive Office (1722 N Street, NW, Washington, DC 20036) by February 28, 1990. Materials ordered will be mailed upon publication.
China’s Long Hot Summer

Peter M. Narlik, Pittura College

A 60-year-old man, carrying his parakeet in a bamboo cage, struggles across the vast square and is shot dead by the soldiers. It is the first person killed in the bloody June 4 massacre in Tiananmen Square. Or so we are told by the local tourist guide in Beijing as we hear the shocking news for the first time. The guide then describes to us the murder of a pregnant woman, a nine-year-old girl, and hundreds, maybe thousands, of students. Within hours, the body of the caged bird and an old man, however, has become a more appropriate symbol of what is happening in China, she says.

The metaphor of the bird and the man already begin to unfold and the elevation of martyrs begins.

The same night, on a late spring afternoon in Shanghai, generated ideas and topics which might one day come to define China. Their passion and fervor for change are indescribable; it can only be experienced by standing in the middle of a crowd, completely surrounded on all sides, and listening to their voices rise up to the heavens.

Sociologist Returns from China

Sociology Professor Nancy Tuma, who returned June 9 from a three-week visit to China, said the democracy-seeking protests were “the kind of gong for a socialist system” that would provide for the rule of law and freedom of speech. The students told her they were working to become “kinder, gentler socialist” that would provide for the rule of law and freedom of speech.

Tuma, who stressed that she is not an expert on China, shared her impressions at an informal meeting in New York.

Students told Tuma they want a meritocracy, in which they would be rewarded for hard work and ability, rather than the present “back door” system, which depends on a large extent on knowing the right people.

The students were clear about their desire for a socialist system, their answers were not simplistic plagiarism about democracy and capitalism. Tuma tempered her remarks by pointing out the importance of the voices of the cities in the country.

Tuma visited with the president of China and the leaders of the Chinese government and the Chinese people. She spoke with the students about their desire for change and their concerns about the country.

Tuma said she was told by students that they wanted a country where the leader and everyone else is subject to the constitution and the laws.

I stood for two hours among the Shanghai people, eager not only to practice their English, but also eager for information. My arrival in the park was immediately acknowledged as the English speakers quickly formed a huddle around me, four deep and anxious to talk. Clearly seen, in good enough English, the mostly young people who came to ask me questions, first about my opinions of the main demonstrations, then about the economics of capitalism and the politics of democracy.

Despite such attempts by me to change the topic to other social issues, as new faces entered to the growing circle, the questions continued in the same vein. What they asked and how they phrased them concisely points out their central concerns.

Is it true that the U.S. government doesn’t own any farms or factories? Can someone appear on TV, criticize the government, and not get arrested? Are local leaders, like mayors, appointed by the central government? Can you choose where to live and work you do? Did Americans support the demonstrations? What do you think will happen to China and its leaders? Are demonstrations in effective way to change society? How do you remove leaders from office if you don’t approve of what they do?

Many of these young people devoured any and all information about American politics and economics. My 15 minutes of fame at the center of attention quickly became two hours as we discussed these issues. They showed a remarkable familiarity with the American system, even correcting me at one point on the eligibility requirements to run for a Congressional position. Much of their news comes from the Voice of America and the BBC, they said. I wondered how many young Americans they regularly listened to the news or would be able to discuss similar questions about their own country with as much depth as these Chinese people were doing.

Although I felt as if I were the defender of the American system, my answers were not simplistic plagiarism about democracy and capitalism. Tuma tempered her remarks by pointing out the importance of the voices of the cities in the country.

It was very different from what I expected a demonstration to be,” she said.

There were students very excited but at the same time relaxed. There was no hostility. I’ve seen much more hostility at some demonstrations here.

At times, the atmosphere reminded her of that at a high school graduation in the United States. Students, many of them in their best clothes, took turns photographing one another, clearly intending to have a moment of the historic occasion.

She went again to Tiananmen Square on May 18 and witnessed a demonstration of about a million people, which, she said, was “a moving experience.”

"We did have a constitution and laws, but the government controls the constitution and the laws. The party controls the government, and conflict occurs in the party, and the ruler is controlled by his feelings.

"We want a situation like your country, where the leader and everyone else is subject to the constitution and the laws."

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AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE
Fiske on Departments of Sociology

by Richard A. Wright, Kansas State University

What does the College of Idaho have in common with the University of Chicago, the University of North Carolina at Chapel Hill, and Ripon College in Wisconsin? In the latest editions of the influential Fiske guide, all four institutions and universities (see Fiske 1988; Fiske and Michalak 1987), all have sociology departments ranked as "strong." In this paper, I briefly review and critique the methods Fiske used to gather his data, compare Fiske's evaluations of sociology programs to other assessments of departments in the social sciences (and list the sociology departments evaluated by Fiske as "strong" and "weak.")

Since first appearing in 1982, the Fiske guides have become the crème de la crème among books written to assist prospective students in selecting the "right" undergraduate college/university to attend. Part of the prestige of his guides rests on Edward Fiske's prominence as the Education Editor of the New York Times. Fiske (1987, p. 6) agreed himself flatly that his Guide to Colleges is a "perennial best-seller" that "is generally recognized as the definitive college guide of its type." Unlike comprehensive guides which provide basic descriptive information (e.g., degree programs, campus organizations, athletic programs, and admission requirements; see, for example, Kaye 1987; The College Entrance Examination Board 1988; The College Research Group of Concord 1989), the Fiske guides purport to offer an "instantaneous" overview of the interests, "cost" (Fiske and Michalak, 1987, page xii). Unlike the one-page "flap" guide of colleges (see The Staff of the Yale Daily News 1988) the Fiske guides "always discuss the departments that are not weak or weak" for each cited institution (Fiske 1988, page xii).

The principal of his guides rests on the perception that Fiske guides together profile 393 American undergraduate colleges and universities in individual essays ranging from 1,000 to 2,500 words. The data for each essay is culled by distributing open-ended questionnaires to college administrators, and then asking administrators to add an additional list of "areas of excellence" to a cross section of students (Fiske 1988, page xii). The essays on which responses are based covers a wide variety of topics, including everything from the social life of the campus and local community to the quality of dormitory housing and cafeteria food. Each essay also contains one or more long paragraphs summarizing administration and student evaluations of academic programs. The reliability and validity of Fiske's measures of departmental quality can be challenged on three grounds: (1) the unevenness of student responses; (2) the criteria used to evaluate departments-e.g., faculty teaching ability, reputation for scholarship, and accessibility and so forth-are not made explicit; and (3) the one group of "insiders" perhaps best able to evaluate departments—the faculty—are not surveyed. Nonetheless, Fiske usually reports his findings with qualifications, often a tone, so-said-like fashion. Positively evaluated departments are characterized as "strong," "very impressive," "well-defined," "real stars," "fast raters," or "standout" while negatively evaluated departments are labeled "weak," "deficient," "backward," "second-rate," "so-so," "disappointing," and "even the runts of the litter." These blunt evaluations would be of little concern to sociologists if it weren't for the fact that when Fiske mentions sociology departments, he fairly consistently evince their "weak"

The remainder of this paper briefly summarizes the findings of a content analysis of each institutional essay in the two most recent Fiske guides (Fiske 1988 and Fiske and Michalak 1987). The academic profile portions of the essays were examined closely to determine (1) the percentage of strong and weak departmental evaluations for various social science disciplines; and (2) those sociology departments which Fiske specifically labels as strong or weak. While I primarily compared Fiske's evaluations for six social science disciplines—anthropology, economics, history, political science, psychology, and sociology. Five other social science disciplines mentioned by Fiske—-sociology, medical sciences, criminal justice, gerontology, and social work—were largely deleted from the analysis because each essay is evaluated fewer than ten times for all 393 institutions. Instead, general assessments of entire schools in those disciplines were deleted from the study, which was primarily focused on sociology. (The characterization of Arts and Sciences as strong but Engineering and Applied Sciences as weak was omitted from consideration because school-wide assessments do not reflect directly on specific departments.)

Table 1 presents the percent and number of strong and weak evaluations for departments in the social sciences. As the data indicate, Fiske is especially generous in praising history departments, but economics, political science, and psychology departments also garner mostly favorable reviews. In contrast, a slight majority of evaluated anthropology departments are judged weak, while over two-thirds of the assessed sociology departments received thumbs-down. Indeed, 32.4% (or 67) of all negative evaluations of social science departments involve sociology programs, but only 4.6% (or 22) of all positive evaluations mention sociology. Table 2 also shows that among the social sciences, Fiske is most likely to evaluate history and validity in Fiske's measures—along with the special animus which he seems to harbor for sociology programs—no stigma should be attached to the 47 departments rated as weak. Instead, because faculty in these departments almost certainly eventually will encounter administrators, colleagues from other departments, and prospective and current students who they have been exposed to, I offer Table 3 in the spirit of forewarning.

Table 3 presents 47 other programs in the social sciences. The data indicate that Fiske is most likely to evaluate psychology and validity in Fiske's measures—along with the special animus which he seems to harbor for sociology programs—no stigma should be attached to the 47 departments rated as weak. Instead, because faculty in these departments almost certainly eventually will encounter administrators, colleagues from other departments, and prospective and current students who they have been exposed to, I offer Table 3 in the spirit of forewarning.

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Authors and Networks: Gender in Sociological Journal Articles

by Marni Letchworth Gardner*. Long Island University, Brooklyn Center

This report evaluates changes in (1) the proportion of women who publish articles in the ASR and the AJ (2) during the 30 years between the early 1970s and the late 1990s, and (3) the gender of authors who receive federal support.

**Method**

The basic data comes from volumes 76 and 77 of the ASR (1970-72) and volumes 35 and 56 of the ASR (1970-71) which are compared with volumes 91 and 90 of the ASR (1985-87) and volumes 50 and 51 of the ASR (1985-86). All of the major articles in each of the volumes were included with the exception of a few reflective rather than analytical presentations such as pre

**Overview**

The total number of major articles published in the two journals had increased by more than a third from 1970 to 1972 in 1985-87 (Table 1). The average number of authors per article had increased from 1.5 to 1.7 authors. Articles written by a single author were much more common in the past (in the early 1970s, 62% of the articles were by single authors; the comparable figure for the late 1980s was 52%). The proportion of articles whose author(s) acknowledged the intellectual contribution of colleagues increased from 63.2% to 82.8% (Table 2). In 1970-72, the average number of authors mentioned was 5.3; and in 1985-87, the average was 6.7. Finally, the proportion of articles in which federal support was acknowledged remained almost constant: 64.1% in 1970-72 compared with 60.2% in 1985-87 (Table 3).

**Gender and Publication**

When we compare the proportion of women authors for the 1970-72 and the 1985-87 periods, we find that their representation has changed from 10.7% to 17.9%. During the same period, the proportion of male authors has declined from 89.3% to 80.9%. These figures can be compared with those for "available" female and male authors, that is, the proportion of women sociologists at each time (Table 4). Women have increased their representation in the ranks of sociology PhDs with a growth of 11.4%, from 21% in 1971 to 6.1%. Similarly, they are more likely to be on the faculty of sociology departments where they have increased their representation from 14% in 1971 to 24.5% in 1984, the most recent year for which figures are available, an increase of 71%. In graduate departments of sociology, they have increased their representation from 19% in 1971 to 20.4% in 1984, an increase of 12%. During the early 1970s, therefore, when women represented only 11% of the authors in the ASR and the AJ, they represented 17.9% of the ASA membership, 21% of the new PhDs, 14% of the sociology faculty, and 10% of the faculty of graduate departments of sociology. By the late 1980s, when women represented 17.9% of the ASR and AJ authors, they represented 21.6% of the ASA membership, 49% of the new PhDs, 24% of the sociology faculty, and 20.5% of the faculty of graduate departments of sociology. Thus, while there has been a substantial increase in the proportion of women authors in the ASR and AJ, and a similar increase in the proportion of women sociology faculty members, there has been a far larger increase among new PhDs, ASA members, and in sociology graduate departments (Table 4).

**Networks and Gender**

The proportion of male single and joint authors who consult only other males in preparing articles has declined dramatically from 74.2% to 39.9% (Table 2). Fifty-five percent of the more recent articles included both males and females in the people acknowledged.

Women's representation in publication networks increased from 6.5% to 20.2%. However, in networks among author articles, women are significantly underrepresented when these figures are compared with their participation in academic sociology.

**Discussion**

The major question that these results raise is why women's representation among authors and authors' networks in the ASR and AJ is so much less than the representation in the profession at large. Outright discrimination cannot explain the differences; it could explain only when references or other clues identify an author's identity to the reviewer. One possible explanation is the observed male/female publication and acknowledgment rates is that authors per article are more likely to publish with someone else rather than to be solo authors; they were more likely to thank colleagues for help in preparation of the paper; they acknowledged more colleagues; and they are equally likely to report receiving federal support for their research.

**Table 1: Articles, Authors, and Gender of Authors**

<table>
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<tr>
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<tbody>
<tr>
<td>Total articles</td>
<td>190</td>
<td>194</td>
<td>174</td>
<td>174</td>
</tr>
<tr>
<td>Multiple authors</td>
<td>72</td>
<td>72</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>Single author</td>
<td>118</td>
<td>122</td>
<td>88</td>
<td>91</td>
</tr>
<tr>
<td>Male</td>
<td>107</td>
<td>106</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>Female</td>
<td>93</td>
<td>98</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Gender unknown</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total authors</td>
<td>283</td>
<td>290</td>
<td>201</td>
<td>201</td>
</tr>
<tr>
<td>Male</td>
<td>247</td>
<td>243</td>
<td>141</td>
<td>141</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>48</td>
<td>61</td>
<td>60</td>
</tr>
<tr>
<td>Gender unknown</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
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**Table 2: Colleagues Acknowledged, by Gender**

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<tbody>
<tr>
<td>Total articles</td>
<td>190</td>
<td>194</td>
<td>174</td>
<td>174</td>
</tr>
<tr>
<td>No colleagues acknowledged</td>
<td>70</td>
<td>36</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Colleagues acknowledged</td>
<td>120</td>
<td>158</td>
<td>141</td>
<td>141</td>
</tr>
<tr>
<td>Only male acknowledged</td>
<td>89</td>
<td>72</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>Only female acknowledged</td>
<td>5</td>
<td>25</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Males and females acknowledged</td>
<td>115</td>
<td>183</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Gender of one or more unknown</td>
<td>6</td>
<td>6</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Number of colleagues acknowledged</td>
<td>414</td>
<td>500</td>
<td>332</td>
<td>332</td>
</tr>
<tr>
<td>Male colleagues</td>
<td>349</td>
<td>461</td>
<td>279</td>
<td>279</td>
</tr>
<tr>
<td>Female colleagues</td>
<td>77</td>
<td>139</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>Gender of one or more unknown</td>
<td>38</td>
<td>38</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>

**Table 3: Federal Support for Research**

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<tr>
<th></th>
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<tbody>
<tr>
<td>Total articles</td>
<td>190</td>
<td>194</td>
<td>174</td>
<td>174</td>
</tr>
<tr>
<td>Federal support</td>
<td>77</td>
<td>77</td>
<td>72</td>
<td>72</td>
</tr>
</tbody>
</table>

**Table 4: Changes in Women Sociologists' Representation in Selected Parts of the Discipline**

<table>
<thead>
<tr>
<th></th>
<th>Early 1970s</th>
<th>Later 1980s</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authors in ASR and AJ</td>
<td>10.7%</td>
<td>17.9%</td>
<td>67.3%</td>
</tr>
<tr>
<td>ASA members</td>
<td>15%</td>
<td>15%</td>
<td>33.3%</td>
</tr>
<tr>
<td>New PhDs</td>
<td>21%</td>
<td>45%</td>
<td>114.3%</td>
</tr>
<tr>
<td>Sociology faculty</td>
<td>5%</td>
<td>24%</td>
<td>392%</td>
</tr>
<tr>
<td>Sociology faculty in graduate departments</td>
<td>10%</td>
<td>32.5%</td>
<td>225%</td>
</tr>
<tr>
<td>Professor</td>
<td>5%</td>
<td>9%</td>
<td>80%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>12%</td>
<td>19%</td>
<td>58%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>16%</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Columns 1 and 2 are for 1970-71, 1985-86 (ASR), and 1987-88 (AJ); Columns 3 and 4 are for 1970-71, 1985-86 (ASA membership); Columns 5 and 6 are for 1970-71, 1985-86; Columns 7 and 8 are for 1970-71, 1985-86.
Review Copies of College Texts Can Be Returned Painlessly

Working with the US Postal Service, a group of college textbook publishers are creating a simple procedure for returning unwanted examination copies of textbooks. These books are no longer free of charge by publishers to faculty members. In the final phases of development by the Association of American Publishers Higher Education Division (AAP/HED), the mailer is an adhesive strip that will be returned to the supplier with the textbook. It is already addressed to the publisher and can be easily attached to an unwanted book.

"This return mailer is painless," said Park Rector, director of AAP's Higher Education Division. "It can be quickly wrapped around an unwanted text and then returned to the publisher for recycling."

Open Forum

Unethical Publishers: Why Not Do Something About Them?

We are "familiar" with the following scenario: Publishers sign a contract with a scholar, sit on the manuscript for some years, then return it back to him/her because they run the gauntlet from a change in market demand, to a cut in production, financial difficulties, to the discovery that the ms. is, after all, "unpublishable quality." We have heard of such "horror" stories, and they are documented and even more rarely investigated.

The problems keep recurring because we have no institutionalized recourse against this form of exploitation. Each author who is unethicalally dealt with reacts as if this were a personal matter. As well, some editors express a need to admit that a ms. has been rejected. Consequently, we are all isolated and powerless. Under such an atomized framework, nothing can indeed be done and publishers know this. The fact is, however, that we can develop an effective program of recourse. First, each one of us has to realize that this is not a private matter; it is a public concern. Second, we have to get together to document the frequency and of the circumstances surrounding this phenomenon. Third, with this documentation, public steps can be taken.

1. We can make public a list of firms with whom unethical and illegal practices. This list would serve as a warning sign to avoid unethical publishers. Ultimately, publishers would decide whether this tactic could have a sobering effect.

2. Professional associations, even regional ones, can adopt a policy to the effect that their journals will be published only by firms with a clean record. Associations can also refuse to place advertisements from unethical publishers in journals. This double step would result in a loss of income, well as a diminished public exposure for publishers.

3. Associations, such as SEAS (such as Footnotes) can censure publishers whose unethical and even illegal practices have been documented. Censure notices can be accompanied by a motion of censure to be presented to or buy texts from them. Publishers' groups can be grouped, after some of the above steps have been taken, to adopt contracts which are uniform, less vague about publication schedule, and even more legal protections for authors.

4. I have volunteered to gather this information and document the extent and types of unethical publishers' activities.

Once this information is gathered and collated, it will be turned over to appropriate committees of the ASA, SWS, SSBF, CSSR, The Modern Language Association, other professional associations, such as the APA, so that the above steps can be implemented.

We sincerely hope to hear from three sets of colleagues. First, any colleague who has been unethicalately dealt with by his/her publisher is urged to send us a one to three page summary of the chronology of events. Include all evidence (contracts, correspondence, phone calls) are available. Also explain how the situation has affected you. Second, colleagues who have gone through a similar experience but have resolved the problem to their satisfaction are also urged to inform us of their successful tactics. Third, has anyone sued a publisher and what was the outcome?

We say, "It's too late for me, why should I help?" If you do nothing, it may happen to you again. Second, if we are to achieve something, it can be done only through a collective effort. We all stand to gain something in this more control over scholarly output, reduced unscrupulousness, preservation of intellectual resources, enhanced academic freedom. Why should the costs of our scholarly lives be controlled by extraneous, external constraints of the unethical ilk?

Please address correspondence to A.M. Ackert, Department of Sociology, York University, Toronto, CANADA M3J 1P3.

Short Takes

1. I have an idea for a new Footnotes column, called Romes—in which you could print the juicy ones and deny the lean. In the latter category, you should have a column, yours truly would be able to deny two rumors that reached me in my capacity as (1) that I have retired; (2) that I was (strongly) in favor of ASA getting off that [ancient cause] band.

Herbert Gans, Columbia University

2. I would appreciate it if you would include the results of Footnotes that Joseph Berger whose article you responded to is a regular writer for the New York Times and is not this month's American Sociological Association.

Joseph Berger, Stanford University

Gender, from page 11

are creating a new sociology or even several new sociologies. Such people likely to have their own networks wherein they exchange ideas. They may publish in journals more sympathetic to their views, or they may even find that books rather than articles are better avenues for publication. To explore these ideas, we need more information about where different sorts of sociologists, regardless of gender, seek and/or find outlets for their work.

Footnotes

1. Both authors and/or persons acknowledged by the authors. Footnotes are in italic typeface. Italics indicate that footnotes are not part of a textbook ancillary materials package.

References


(a) The preproduction of this paper, I found the com- ments of G. Carter, E. Morin, and B. Ratts Bobkin very helpful.)
Teaching Merit Pay and Assessment of Teaching: A Procedure for Peer Evaluation in Multidisciplinary Units

by Keith A. Roberts, Florida College and State University

In recent years a number of educational institutions have modified salary increment procedures based on meritous performance. At most universities, departments have established teaching as part of the merit formula, with primary emphasis placed on research and publications and on secondary emphasis on academic service (Lewis and Dobson, 1970). This approach is often done because quality of teaching is so difficult to quantify (especially by in-service faculty who are not apprised of the differences in philosophies of educational makers and assessors of teaching at the university or college levels, in the teaching, quality of teaching in the academic unit may suffer.

Many schools and regional campuses of major universities frequently face slightly different dilemmas. The emphasis of the campus may be squarely on teaching, but academic units (departments) which evaluate students may include widely divergent disciplines. Evaluation of teaching may be made increasingly difficult by differences in value systems. The nature of the scholarly concept becomes problematic. Further, resentment and conflict can foster where judgments are made about the appropriate goals and methods for teaching. A discipline by those who are not involved in a particular course. For example, if many campus, chemists, mathematicians, and physicists are in the same academic unit with historians, philosophers, and psychologists. The division is made up of faculty from ten disciplines, and in some cases only one person per discipline.

The trustees of this university have specified that each year sixty percent of the salary increment shall be "across the board" increased (based on a percentage of one's current salary), and forty percent shall be based on merit. Each department shall have been established to establish guidelines and procedures for distributing the merit funds, including whether and by what criteria teaching shall be rewarded. The division of Natural and Social Sciences (NSS) at Florida College (a regional campus of Florida State University) has determined that fifty percent of the merit increment should be based on excellence in teaching, but the unit has strayed for several years with the issue of how to evaluate teaching within a multidisciplinary division and how to assign a dollar amount for salary increments.

Guidelines for Assessment of Teaching

After one year of intense conflict and several years of standard struggles, a process has been designed by the NSS division which attempts simultaneously to empower research rite teachers, to provide critical thinking or which test ability to synthesize theoretical perspectives, that those questions are available to students who may be asked to judge for themselves. Also, since the university has at least a nominal commitment to teaching, writing, reading, and the curriculum, points may be earned by displaying evidence that one, indeed, emphasizes and evaluates grammar and syntax on written assignments.

The fourth section on teaching describes a policy on the assignment that courses not become outdated, and the instructor does not treat his or her material as if it is forever revising and improving his or her courses. In this section, faculty members defend (experiments with new models or strategies of teaching; (c) systematic instruction, (d) reorganization of courses and the writing of the course, and (e) incorporation of new material into a course which keeps it "state of the art" status.

This Modification of Courses category is the one which generates the most controversy in the division. While many new ideas and innovations do not ensure quality, nor does a lack of "innovative" methodologies in the classroom necessarily mean that the quality of teaching as a whole is of lesser quality is taken into account. Butthus far the category has remained in the honor of the instructor to work with the same relatively stagnant system. When the program was created, several other categories were discussed, including scholarly knowledge of subject matter. This is, of course, one area that the division is currently working on, and it is an area that the members of effective teaching in a variety of surveys of students, faculty, and the administration's (Cantor 1979). However, given the diversity of our disciplines, that item was omitted for pragmatic reasons. Most members of the division were unable to answer whether their colleagues in chemistry or physics are state-of-the-art scholars, and few members have access to the most recent developments in the various social sciences. The sections of the merit procedures which assess research, publications, and other scholarly activity require that faculty be actively involved in professional societies and in publication in refereed scholarly journals. We are forced to depend on the referrals of those journals to evaluate the scholarship of our colleagues.

Procedure for Collegiate Evaluation

If the establishment of acceptable criteria for evaluation of colleagues is difficult, the procedure is even more vexing. The first year that the university required salary increases based on merit, the division set up a committee to evaluate the departments. When some personnel were ranked low and received very small increases, there were bruised egos. Indeed, one faculty member never again spoke to the members of that merit committee until his retirement. Later, and one non-tenured faculty member who was assigned to the committee that year to balance the negative votes on his bid for tenure.

See Teaching, page 15
Small World

Fulbright Scholars Visit U.S.

Each year, over 1,200 scholars from abroad are invited to lecture and conduct research in American colleges and universities through the Fulbright Scholar Program. The majority apply grants through Fulbright commissions or U.S. embassies in their home countries. A few are invited by American educational institutions and foundations, under the Scholar in Residence Program. The Council for International Exchange of Scholars (CIES), which cooperates with U.S. Information Agency in administering the Fulbright program, publishes a directory of these visiting Fulbright scholars and lecturers. Listed below are scholars from abroad who are visiting scholars at American colleges and universities, as well as a contact person for each so that those interested may establish contact and extend hospitality to them. The Fulbright Program is an excellent opportunity to understand the many kinds of conflicts generated in modern capitalist society. 

Sociologist Runs Capital Market Workshops for Poles

Joseph L. Tropes of George Washington University has been busy directing a series of workshops offering Polish economic advisors a critical forum on their transformation to a market economy. The first was held in June-July at George Washington, a second in October in Poland. A third is scheduled for Washington in December. For students, in particular, the capitalism is a stranger with a "monstrous face"—an allusion explained by years of struggling under "dead-end" command economies, according to Tropes. After 40 years of Marxist economics, Poles are now grasping at opportunities to scrutinize the free enterprise system. Tropes notes that for those who "have been educated with a Marxist perspective and have fixated on the wild capitalist of the 19th century" the West can best explain and demystify capitalism by "making clear the analytic relationship between, for example, representative governments and the development of modern capitalist society." He believes it is important for Eastern Europeans to "learn how we have constrained those excesses, to see what institutions are in place to direct, guide and protect society while at the same time not stifling a private sector development."

Tropes said the workshops grew out of initial curricula negotiations with his Polish contacts about that flagship of modern capitalism—the stock exchange. The Poles knew they would be adapted to Poland and wanted to learn more about it. Broadening the topic to give Poles an understanding of the dynamics of U.S. business and its regulatory mechanisms, Tropes organized seminars on topics such as the preconditions of capital market development, capital market operations, the stock market and regulation in the U.S., the U.S. Securities and Exchange Commission, monetary policy and banking, and privatization.

Tropes has been impressed with the enthusiasm of the Poles for discussing the work week-long workshops. With a specialty in the role of law in moderating conflicts in modern society, Tropes notes that one of the major benefits is that one not verbalize the importance of an open forum for looking quite critically at the models available in modern capitalist societies. He said that at first the Polish participants "believed their movement toward markets would free them from regulation." But at the end of the workshop they came to have a better understanding of the imperatives of government relations. And in the long run, Tropes believes this knowledge will "open the mind to the preconditions of capital market development, capital market operations, the stock market and regulation in the U.S., the U.S. Securities and Exchange Commission, monetary policy and banking, and privatization."

Tropes addressed a committee of Parliament while in Warsaw, and the American Ambassador received the American participants for discussion of issues before the beginning of that workshop. The workshop project has been supported in part by contributions from IBM, Merrill Lynch, the Kosciusko Foundation, and Pan American Airways. U.S. participants have included representatives from Merrill Lynch, IBM, the Securities and Exchange Commission, Sullivan and Cromwell, the World Bank, the International Monetary Fund, and the Universities of Michigan, Maryland, Columbia, Harvard, and George Washington.

(Adapted from a news release from Jim Fisk-Thompson, USAID staff writer)
Teaching, from page 13

disagreed colleagues who had not faced well. The conflict within the divi-
sion was intense, and no one wanted to ask on the committee the following year.

The procedure which was established provided for a committee which simply facilitated the process and tabu-
lated scores, removing the onus from the committee. After each member of the
division completes his or her ARSA, the member collects the scores in the
faculty secretary's office. Using the division's Merit Service Points Guidelines,
every member of the division then is asked to evaluate every member of the
derpartment other than himself or herself. Points are marked on a Merit Evaluation
Sheet (MES) designated by the division. Each MES involves a potential score of
122 points (66 points maximum for teaching; 31 points maximum for research; 31
points maximum for research, publications, and other scholarly activity).
The Merit Service Points Guidelines fairly specific about the number of points a candidate receives for various
types of service forms of scholarly activ-
ity. The teaching evaluations are more open-ended, and faculty members are
assigned within specified areas.

In the Method of Instruction section, part of the evaluation of the
subdivision. A maximum of 12 points may be given to the candidate's Instructor Characteristic. Up to 18 points may be
given to the candidate as a teaching assistant in the
Method category. A maximum of six
points may be given for maintaining effective
Student/Teacher Relationships.

The second section on
teaching—Method of Examination and Evaluation—a total of 12 points may be
assigned, which assesses the instructor's criteria of evaluation being consistent by
(a) the instrument of evaluation and (b) the course goals.

Finally, a maximum of 12 points may be assigned for Modifications of Courses and Systematic Study of Instructional
Methodologies.

The Merit Committee tabulates the points accumulated for each candidate and establishes the mean score for
each candidate. The committee then subtracts 22 percent (22 points) for "good" as opposed to "outstanding" from
each candidate's mean score. (12 points are subtracted in the teaching area, leaving a possible score of 96 points). Points are subtracted from the Service and
scholarly activity scores leaving a possible
total of 25 in each category). The result is the candidate's mean score. Only candidates with positive meritor-
ious scores will receive merit, but for the sake of divisional harmony, any faculty
members are fairly generous in evaluat-
ing colleagues. Here, it is uncommon for a member of the department to receive no merit recognition at all.

The Merit Committee then adds the mean scores for all candidates for a divi-
sion met-point total, and divides each candidate's score by the total. The result is the candidate's percentage of
the merit pool. The results are submitted to the division chair who then calculates the actual salary award for each
member of the department. Finally, the committee writes a letter to each recipi-
ent. The final candidate's percentage was ranked especially high and indicating the percentage of the merit pool which he or she represents. The emphasis of these letters is always on the positive, and the ratings of other faculty
members are never padded. The sym-

bolic effect of being rated low and of

"losing face" within the division is in our experience, far more devastating to morale and far more likely to create con-

flict than the actual distribution of dollars.

The result of such damaged morale is a reduction in overall productivity and involvement to the institution.

Problems and Frustations

The major frustration with the proce-
dure which we have worked out is that it is very time consuming. Many
members of the department submit large ARSAs, with extensive documentation and sometimes as much as ten pages explaining their rationale and strategies in teaching. Reviewing these merit
packets for twelve or fifteen colleagues is extremely time consuming. It does, how-

ever, provide us with an opportunity to review one another's teaching strategies and methods, and it is critically important to our own approaches to

Teaching.

Secondly, the procedure would work best where one's colleagues are well versed on the empirical research regard-
ing the relative effectiveness of various teaching methodologies and various methods of evaluation. Not all faculty are equally well versed in this literature, but the procedure does reduce the sub-departmental conflict and is ultimately more important to most of our faculty than the precise accuracy of the peer assessments. In one sense, the

procedure calls for peer accountability, but compensates this emphasis with the realties of divisional politics.

A third troubling aspect of this proce-
dure is that while our division for the most part has a good sense of collegial-
ity, a few personality conflicts do exist within the unit. Invaluably, a faculty
member who is rated very highly by nearly everyone in the division will be given an extraordinarily low score by
one colleague. While such apparent inequities are frustrating, the only solace is that at least that one negative rating was not a member of a three person committee that did the rating. One low score out of
12 or fifteen evaluators only pulls the mean score down by a couple of points. In an average year, a couple of points may cost a faculty member twenty or more dollars—about ten points per working day. The loss of a couple of points due to a single person evaluating peers on the basis of personal bias may not generate significant dissatisfaction with the process. If a small committee was responsible for the evaluations, a single low rating could be the cause of more substantial discontent and conflict.

Conclusion

Evaluation of colleagues for Salary Merit can be a major source of conflict—
even of intense animosity—within an educational institution. The problems of evaluating teaching, with its inevitable problems of subjectivity, diversity of philosophies of education, and differen-
tions regarding what is appropriate evi-
dence for the evaluation of good teach-
ing, is especially vexing. At the college level the difficulties seem to be exacerbated in multidiplinary academic units, for faculty members often protest evaluation by colleagues whose field is not the same and, indeed, may not even be the same in the same area.

The procedure described here allows each faculty member to define his or her goals objectively, and philosophically, a new approach to teaching, and encourages every faculty member to submit what-

ever evidence they think substantiates their claim that they have succeeded in fulfillment their goals and objectives. There is an implicit expectation that goals and objectives for upper level courses should involve more sophisticated thinking skills than recognition and recall learning. Otherwise the goals are normally accepted at face value and the assess-
ments are based on consistency between goals, methods of instruction, and methods of assessment.

While the process is far from perfect, it has reduced the conflict and bitterness which once characterized merit evalua-
tions. It further provides a context in which faculty members reflect systematically on how and why they teach the way they do. Perhaps most importantly, it provides a system of institutional rewards for focusing one's energy and resources on teaching.

Notes

Learning styles are commonly defined in terms of the classic categories of audi-
tory, visual, verbal, visual spatial, and kinaesthetic. However, other conceptuali-

dations may also be explored in explaining how one adjusts to diversity of learn-
ing styles (for example, see McCarthy 1980). Danon and Dunn 1979.

The characteristics which have been specified, however, are listed precisely because they are among those that have been most commonly identified in empirical studies as central to effective teaching (Goldsen and Wilson 1983; Centra 1979; Meacham 1970; Mead-Braatand, et al 1971).

References


Travel Awards for 1990 ISA

The International Sociological Association (ISA) will hold its XII World Congress of Sociology in Madrid, Spain, on July 9-13, 1990. The theme of the meeting is "Sociology for One World: Unity and Diversity." Persons needing details about the program or the Congress (including hotel accommodations and pre and post-Congress tours) should immediately contact the ISA, Pizar, 25, 28006 Madrid, Spain; phone (34)21/2473-748 or 748. (Congress fees increase from $130 to $180 after December 15, 1989.)

As was the case for the XI Congress in New Delhi, the ISA has sought travel support to assist U.S. participants. We are happy to announce receipt of a $20,000 travel grant from the National Science Foundation. Deadline for applications is February 15, 1990 mail to the ISA, c/o ISA Travel Awards, 1722 N Street, NW, Washington, DC 20006. Awards will be announced by April 1.

We not expect to receive many more just-
ificable requests than can be met, appli-
cants are asked to limit requested
amounts to the level of absolute need.

Individual travel grants will be awarded to a maximum of $500 each. An ISA travel committee will evaluate applications. Elig-
ularity criteria are the following: paper presentation (including verification of invita-
tion, paper's acceptance, and an abstract), organizing or chairing a session in the academic structure of the Congress (explain your role), or a role in the organ-
izing structure of the ISA itself (Council, Executive Committee, or Research Com-
mittees). Other things being equal, scho-

Circle 180 on the Reader Inquiry Postcard.

Resources for Teaching Assistants

The ASA Teaching Resources Center announces the availability of Training Teaching Assistants, edited by Edward Kane and Shelley Immon, Southwestern University. The 189 page book is directed at supervisors and teaching as-

ists for use as a training manual, a resource book, and a text for seminars on teaching. It lists readings for TAs to do in preparation for their teaching assignment. The final section contains readings to assist teaching skills: note-
taking, lectures, leading discussion, and test construction. The price to ASA members is $10 ($13 to non-members). The price includes postage and han-
dling. Send your prepaid orders to ASA Teaching Resources Center, 1722 N Street NW, Washington, DC 20006. A free catalog of all Teaching Resources Center materials is available from the same address.
Call for Papers

CONFERENCES

Association for the Sociology of Religion invites submissions for a session co-sponsored with ASA on "Conflict and Change in World Religions." This session will be held August 11, 1990, and will be listed both as the ASP and ASA meeting programs. Send paper submissions to Bradley Hirtzel, Department of Sociology, VPI, Blacks- burg, VA 24061.

Sixteenth Annual Conference on Social Theory, Politics and the Arts, October 11-13, CUNY Graduate Center, New York, NY. Theme: "Art/New York." Submission deadline: April 15. Send five copies of complete papers, abstracts, or three-page paper proposals to: Judith H. Rule, Department of Sociology, CUNY Graduate Center, 31 W. 42nd Street, New York, NY 10036; (212) 642-2401 or (212) 744-8833.

The Kings College Ninth Annual Conference on Death and Bereavement, with special emphasis on Bereavement. Send a two-page proposal as well as a 25 word summary of presentation and a curriculum vitae to John D. Morgan, Coordinator of Death Education Conference, Kings College, 266 Eyreworth Avenue, Loretto, Ontario, Canada, M4A 2K5, before October 1, 1990.

The Seventeenth Annual National Historical Communities Sociology Association Conference, October 19-21, New Lebanon, NY. Theme: "The Individual as Community." Send brief personal resume and 100 word abstract by March 1, 1990, to the program chair: Andrew J. Van Nostrand, Ms. Lebanon Stake Village, PO Box 620, New Lebanon, NY 12125 (518) 794-9500.

The 15th Annual European Studies Conference, November 11-13, Omaha, NE. Sample of areas of interest: arts and literature; science and technology; current issues and future prospects in cultural, political, social, economic or military areas; education and socialization; business; international affairs; religion; ideology. etc. Abstracts of papers and curriculum vitae should be submitted by March 31, 1990 to: Bernard Kolstoe, Conference Coordinator, Political Studies, University of Nebraska, Omaha, NE 68182-0544-3437.

The Rural Sociology Society Annual Meeting, August 8-11, Norfolk, VA. Theme: "Moralities in Rural Society." Abstracts are requested for thematic papers, other contributed papers, and panels. Submit abstracts (with complete title, names, address, and phone number) by February 1 for Jon Gilbert, Program Chair, Department of Rural Sociology, 341 Agriculture Hall, University of Wisconsin-Madison, Madison, WI 53706; (608) 262-9308.

PUBLICATIONS

Current Perspectives in Social Theory, a journal of record in social theory, is seeking papers for a thematic issue on "Cultural Studies as Critical Theory." Work on unrelated topics is also welcome. Send four copies of manuscripts by April 1, 1990 to the editor: Bruce Adam, Department of Sociology, 430 Park Hall, SUNY-Buffalo, Buffalo, NY 14260.

The Michigan Sociological Review will publish its next issue in fall, 1990. Scho- lars, researchers, papers, theoretical articles, research notes, and book reviews are invited for submission. Deadline: April 1, 1990. Papers should be submitted in duplicate and should follow the standard bibliographical format used by ASA. Please send manuscripts to: Atkin-Madill, Editor, MRR, Department of Sociology, North Hall, Adrian Col- lege, Adrian, MI 49221.

Research Advances in Social Science and Computers is recruiting chapters for the fourth volume of this AJM Series. Chapters should average 30-50 pages in length. Be interdisciplinary, have significance in dealing with perspect- ives or practices that relate to what should be done in public policy or social problems, causal problems that relate to why things happen the way they do in social interaction, or methodological problems that relate to how we know what should be done or why things happen. Send proposal or paper to Stuart Nadel, 341 Lincoln Hall, University of Illinois, 702 Wright Street, Urbana, IL 61801.

Sociological Focus announces a special issue for February 1990 on "Health and Health Care in Developing Societies." All methodologies and theoretical issues are welcome. Sociological Focus is a quarterly journal of the North Central Sociological Association. The Guest Ed- itor for this special issue will be Eugene B. Gallagher, University of Kentucky. Submit four copies of manuscripts by June 1, 1990 to the editor: Bruce Adam, Department of Sociology, 430 Park Hall, SUNY-Buffalo, Buffalo, NY 14260.

The Michigan Sociological Review will publish its next issue in fall, 1990. Scho- lars, researchers, papers, theoretical articles, research notes, and book reviews are invited for submission. Deadline: April 1, 1990. Papers should be submitted in duplicate and should follow the standard bibliographical format used by ASA. Please send manuscripts to: Atkin-Madill, Editor, MRR, Department of Sociology, North Hall, Adrian Col- lege, Adrian, MI 49221.

Meetings

February 2, San Diego State University Conference in Race, Class, Power and Gender in the Modern World. San Diego, CA. Contact: R. Garrie Kirkpatrick, Department of Sociology, San Diego State University, San Diego, CA 92182-0583.


May 3-6, National Juvenile Detention Asso- ciation/National Juvenile Services Training Institute, Richmond, KY. Contact: Na- tional Juvenile Detention Association, Eastern Kentucky University, 217 Per- kins, Richmond, KY 40475-3127. (606) 622-8299.

A CRITICAL DICTIONARY OF SOCIOLOGY
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New Books


David P. Adair, Jr., College of William and Mary, Social Control at the Margins: Toward a General Understanding of Deviant (Wadsworth, 1989).


Denise N. Boulding, Marymount State University, While the Black Cat Hisses: The Rise of Interest Group Influence in America and the World (Tate, 1999).


Martin Bubenzer, Jane Lewis, and David Flaxman (editors), London School of Economics and Political Science, The Goals of Social Policy (European University, 1989).

New Books, continued

Victoria E. Bemagbi, Loyola University, and Kathryn F. Ellis, Hiding the Aging Family: A Guide for Professionals (Scott, Foresman and Company, 1989)


Dan A. Chekki, University of Wiscon-

New Books, continued


Levon Chocobian (editor), University of Lowell, Reading in Critical Sociology (Glen Press)


Ira J. Cohen, Rutgers University, Diver-

sity: Theory, Anthony Giddens and the Constitution of Social Life (St. Martin's Press-US and Macmillan UK)

M. Herbert Dancer, CUNY, Lehman College and Graduate Center, Returning to Tradition: The Permanent Revolution of Orthodox Judaism (Yale University Press, 1989)

Milena Dae and Shirley Kukash, Technol-

ogy, Values and Society. Social Forces in Technological Change (Peter Lang, 1989)


Simone Driaghr (editor), Jean Deso-

faye Centre on Order (Pluto Press, 1989)


David R. Franzka, Virginia Commonwealth University, and E. Doyle McCarth, Fordham University (editors), The Sociology of Experts: Original Essays and Research Papers (IA Press, 1989)

Sara J. Jay, University of Wisconsin, Milwaukee, Careg Sistems: The Sociology of International Humanitarianism (IA Press, 1989)

Jerry Jacob, Syracuse University, The Search for Acceptance: Consumerism, Sensi-

bility and Self Among American Women (Wandsworth Hall Press, 1989)

Barb Karthorst, Out of Their Mouths (American Studies Press)

Sara Lee Johansson and Frank Oaka, Representing the Elderly: Who Kill (Charles C. Thomas, 1989)

Gary A. Kemp, College of William and Mary, Social Structure and the CUNY, Gradu-

ate Center, Disenfranchised Sexes, and the Social Order (Russell Sage, 1989)


R.A. Goldhammer and N.A. Klevman-


Leoneh Hochberg, Stanford Univer-

sity, and Eugene Genovese (editors), Geographical Perspective in History (Rutland, Vermont, 1989)

David J. Jeffrey, University of Wisconsin, Milwaukee, Careg Sistems: The Sociology of International Humanitarianism (IA Press, 1989)

Jerry Jacob, Syracuse University, The Search for Acceptance: Consumerism, Sensi-

bility and Self Among American Women (Wandsworth Hall Press, 1989)


Gordon L. Hewell and Richard Moot-

rie, Carnegie-Mellon University, Inc.

dependence (D. A. Lint and Stew-

ler, 1987), currently distributed by the Urban Institute Press.

Alex Liasos, Queens College, Sociology: A Liberating Perspective (Allyn and Bacon)


Stanford M. Lyman, Florida Atlantic University, The Seven Deadly Sins: Society and Evil (General Hall, 1989)

Stanford M. Lyman, Florida Atlantic University, A Sociologist Adrift, 2nd edition (General Hall, 1989)

Kathleen M. McFarren and Susan Speech-

er, Illinois State University, Human Soci-

ality: The Social and Interpersonal Con-

text (Alba, 1999)


Phyllis Moon, Cornell University, Work-

ing Women. Transformed in Gender Roles and Public Policy in Sweden (University of Wisconsin Press, 1991)

Peter Neniall Children on Peace Tar Care Against Physical Violence (Bed-

ford Square Press, 1991)

Frank Oskarson and Sue Lee Johannson, Sexwitch on Pornography and Representing: Sexual Women Pict Fie Littin, (Bookings, 1991)

James F. Quick, Edgar W. Butler, University of California, Riverside and Elizabe-


Michael F. Richard, SUNY-Geneva, and F. Kallogg, (editors), Thoughts for All Se-

sons, Volume 2 (Thoughts for All Se-

sons, SUNY, Geneva)

Maryl White Wine, Marcia C. Ory and Diane Zabikowsky, National Insti-

tute on Aging, AIDS and Aging Society: What We Need to Know (Springer, 1989)

James W. Russell, Eastern Connecticut State University, Made of Products in Moral History (Rowman PME, 1989)

Tina Scarnato, Carol Palmer, Jay Teachman, and Linda Thompson, The Sexual Real: Redefining Identities and One Relationships (Sage, 1989)

James F. Short, Washington State Uni-

versity, Devolusticy and Society, (Pre-

cix Hall, 1989)

William H. Swinton, Jr., Northern Illi-

ois University, Religious Politics in Glo-

bal and Comparative Perspective (Green-

wood, 1989)

Stephan Teneyke, Social Learning Pro-

cess (Feral Press, 1989)

Jan Yager, Making Your Office Work for You (Dodd, 1989)


Awards

Melissa Hardy, Florida State University, received the "Best Teacher Award" from the Department of Sociology for 1988-89.

Harlow Hatte, University of South Dako-

ta, received the Distinguished Service Award from the Great Plains Sociologi-

cal Association.

Barbara Heyns, New York University, was awarded four months support in 1990 by the New York State Education Department, Central Office of the National Academy of Science.

Marilyn J. Johnson, North Minneapolis Community College, received the Disting-
ished Teaching Award from Soci-

ologues of Minnesota.

Roberta Kelch, Stanford University, received a summer research grant from NIH and a small research grant from the American Philosophical Society to support her research on "A Generation Divided: Reinterpreting the Politics of the 1960's."

Richard Maelke and Caroline Hodges Pennell, New York University, have received a grant from the Fund for the Improvement of Postsecondary Education for their three-year project, "En-

hancing the Teaching of Statistical Sampling and Inference by Developing a Computer Simulation."

Howard Sauter, South Dakota State University, received the Award of Merit from the Great Plains Sociological Association.

Yasmin Slayman, Stanford University, received a summer research grant from the National Science Foundation.

Publications


List of MFP Fellows Available

The Minority Fellowship Programs expects to offer for sale its mailing list of MFP Fellows supported over the history of the program. Available to individuals and organizations at a cost of $50; written requests should be sent to Nancy Sylvester at AASA, Executive Office. All requests must be prepaid and must state the intended use of the mailing list. AASA reserves the right to refuse the sale of the list if it will be used for other than academic or professional purposes.

Continued on next page
Contact
ASA Teaching Services Program requests materials for new manual. This program is a source of visual materials to illustrate basic sociological concepts to enrich classroom presentations and lecture flexible resources that include overhead transparencies, slides, and video cassettes. No later than March 15, 1990 send materials and inquiries to Deborah F. Wren, Department of Sociology, FSU Box 739, Wittenberg University, Springfield, OH 45501; (513) 579-7697. Please include your name, address, and phone number on all correspondence.

The Society for Work and Occupations is revising its volume "Syllabus and Instructional Materials for Teaching Sociology of Work and Occupations." The editor seeks course syllabi, class exercises, readings, test materials, notes, slides, and other instructional materials. Send to: Godfrey Grae, Department of Sociology, South Dakota State University, Brookings, SD 57007.

University of Oregon Center for the Study of Women in Society is pleased to announce the availability of visiting scholar positions for varying time periods. For the 1990-91 appointment, the Center is interested in receiving applications from scholars whose work focuses on the experiences and concerns of women of color. Competitive stipends are available for these scholars. For an application packet, write to: Dr. Nancy Gray, Director, Department of Women's Studies, University of Oregon, Eugene, OR 97403.

 Classified Ads

Classified: The Davis Humanities Institute offers residential fellowships for three months to a year in a preselected humanities center for the summer of 1990. For an application packet, write to: John H. Hannaford, Director, Davis Humanities Institute, University of California, Davis, CA 95616; (916) 752-9897.

Irish Society Studentookering: The Irish Society is interested in pursuing post-doctoral research with a number of areas, including, but not limited to: Irish culture, society, and politics. Applicants will be invited to submit papers on a wide range of topics for consideration.

Other Organizations

The Great Plains Sociological Association is holding a joint meeting with the University of Nebraska, Omaha, May 2-4. For information, contact: Paul A. May, Department of Sociology, University of Nebraska, Omaha, NE 68182.

Footnotes

In the 1990-91 appointment, the Center is interested in receiving applications from scholars whose work focuses on the experiences and concerns of women of color. Competitive stipends are available for these scholars. For an application packet, write to: Dr. Nancy Gray, Director, Department of Women's Studies, University of Oregon, Eugene, OR 97403.

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