Candidates Announced for Offices, Council, Committees

Candidates for all ASA Officers, Council, the Committee on Publications, the Committee on Nominations, and the Committee on Committees are as follows:

President-Elect
William A. Gerson, Boston College
Charles Tilley, New School for Social Research

Vice President-Elect
Barrie Thorne, University of Southern California
Charles V. Willie, Harvard University

Council
John Archer, University of Oregon
Reynolds Farley, University of Michigan
David L. Featherstone, Social Science Research Council
Katherine Johnson, National Institute on Aging

Julia Wrigley to Edit Sociology of Education

by Edith Bernheim, University of California-Riverside

Sociology of Education is coming under new editorship. Julia Wrigley is taking over from Philip W. Werker, and the journal will be located at the Graduate Center of the City University of New York (CUNY). This summer Julia left the University of California-Los Angeles, where she held a joint appointment in the school of education and the sociology department, and where she recently served as the Acting Director of the Center for the Study of Women, to take up a position in sociology at the CUNY Graduate Center.

Julia's concept of the sociology of education has always been broad and innovative, as shown in her own research and publications. Her first book, Class Politics and Public Schools, was an historical investigation of conflicts over the curriculum, funding, and control of the Chicago public schools from 1800 to 1950. Her research shows how, during certain periods, the working class of Chicago actively articulated and fought for an alternative agenda for the schools from the one put forward by powerful business interests. The book contributed to an ongoing debate over the extent to which working-class groups had fought for public education or had it imposed on them. This in turn was part of a larger debate on class control over the state. The work challenged long-held assumptions about the way schools ought to be organized, and revealed that alternative models have existed in U.S. history. The educational institutions that we have today are far from inevitable. They have been, and still can be, contested.

Along a similar theme, Julia has analyzed the ways different kinds of knowledge have been defined as suitable for different social classes. She researched mechanics' institutes, i.e., working-class institutions that opened up in 19th century England with the goal of teaching natural science to artisans. These institutes posed an alternative to conventional limits on the distribution of knowledge.

Julia Wrigley, page 5

Demystifying the ASA Committee on Professional Ethics

by J. Michael Armbruster, Chair, Committee on Professional Ethics

The Committee on Professional Ethics (COPE) is a bit of a mystery to many members of the ASA. Maybe some prefer it that way … like drivers who would just as soon not know what traffic count is all about. But contrary to imaginary ASA members may have, COPE is not a shadowy watchdog group policing the professional behavior of members. Nor is it a morbid high court dealing with the nasty business of adjudicating misdeeds and meting out publicized punishment for guilty parties. Rather it is a group of colleagues who mainly help to remedy and resolve complaints of ethical violations against members of the ASA.

Procedure. How does COPE go about accomplishing this objective? In general, when an inquiry or complaint is received by the ASA office, a determination is made whether the alleged violation is a matter of the Association; if so, the person making the inquiry is sent a copy of the Code of Ethics and requested to specify in writing the sections that are believed to have been violated. After receiving this formal and specific complaint, the chair of COPE and the ASA Executive liaison determine whether or not the complaint is in fact covered by the Code. If it is and the problem cannot be smoothly resolved through communications with the chair and liaison, the accused person is sent the entire complaint and is requested to respond.

See COPE, page 9

Published by The American Sociological Association
The Executive Officer's Column

Most of you have undoubtedly heard or read about decisions emanating from the National Institutes of Health (NIH) concerning support for research on sexual orientation and gender identity. We are now confronted with a difficult situation where political pressures in the face of experiencing discomfort about this (in this stance, the realities about sexual orientation and gender identity) limit the production of sound knowledge and essentially beat us up on the messenger. How sad indeed for the integrity of science, for the health and welfare of society, for our national commitment to procedural fairness, for our very trust in public officials.

As reported in September Footnotes, ASA Council and Related Agency Resolution in August constituted "the unprecedented and egregious action of HHS Secretary Donna Shalala in our recent approved grant announcement. the American Teenage Suicide Study (ATS), which was awarded to the University of North Carolina-Chapel Hill following peer review and approval by the NICHD Advisory Council and the NICHD Director. We went on to emphasize that "This action is a serious threat to the integrity of the peer review process and to the credibility of scientific thought, and represents political intrusion into scientific research." Council's resolution said it all. Whatever our individual areas of research, teaching, policy, or practice, as sociologists and as concerned citizens, we are all adversely affected by acts and maneuvers aimed at imposing a political agenda on what is essentially a scientific activity.

Since Council's resolution in August, the call for the integrity of science for cause for alarm. Problems continue in both Congress and HHS for research on sexual behavior. On September 12, the Senate passed an amendment to the Labor, Health and Human Services, Education, and Related Agencies Appropriations Bill which would transfer $10 million earmarked for research to be funded by the NICHD Adolescent and Family Life Program (AFLP) in the Department of Health and Human Services. AFLP supports a comprehensive set of prevention (abstinence-only) programs and not broad-based, basic research. What was and is, at the moment, the merits of this or any other prevention program, but the fragility of support for research generally and our confidence in particular on topics like sexual behavior) that create discomfort or challenge strongly held beliefs or assumptions. Fortunately, the calls for a complete backing from important members of Congress, the effort to transfer funds away from NICHD was averted in conference committee. But unfortunately, the conference committee report also favored NICHD from funding an important Survey of Health and AIDS Risk Prevalence (SHARP) on adults as well as the ATS research.

Both the adolescent and the adult survey projects that were had been approved at NICHD and received extremely strong support through peer review. The endorsement of the seminal ATS and SHARP studies was and is chilling in its end of itself. But, this is not the only current crisis. It has recently, in the shadow of such Congressional activity and with evident apprehension about further threats of a new direction, a breakthrough in the efforts of NICHD put on indefinite hold another major study of the social organization and behavioral sexual behavior to be undertaken by a team of investigators at the University of Chicago. This study too had been recommended for support through the most recent PHS award. These actions do not augur well for science or for the peer review process that should undergird any ASA commitment to sound policy. Each of these is important, and we are Cui prodest in the face of research and policy.

As a peer reviewer, I am very concerned about the impact of HHS on the situation. Shalala, I believe, has taken a very broad interpretative view of the responsibilities of the Research Secretary, perhaps exceeding both the letter and the spirit of the law. I am concerned about the broad treatment and the limits of what are, for example, our programmatic responsibilities to the Department of Health and Human Services. I am concerned about the impact of HHS on the many things that are not in the bill of rights.

I am concerned about the impact of HHS on the situation. Shalala, I believe, has taken a very broad interpretative view of the responsibilities of the Research Secretary, perhaps exceeding both the letter and the spirit of the law. I am concerned about the broad treatment and the limits of what are, for example, our programmatic responsibilities to the Department of Health and Human Services. I am concerned about the impact of HHS on the many things that are not in the bill of rights.

Thank You!

The ASA recognizes the following colleagues who made contributions to the American Sociological Foundation, the Minority Fellowship Program, the Teaching Endowment Fund, and COSSA. Thank you.

Pat Allen
Carl B. Backman
P. Karen Baird-Olsos
Robert Benestad
Judith R. Blau
Frank Boccia
Lyne W. Bonner
Leonard Brown
Cynthia S. Bourne
Charles E. Burton
Jane Carey
John T. Caryl
H. Paul Chantland
Randall Collins
Herbert L. Consor
Elaine F. Danziger
William D. Danner
Charles G. Davis
Nicholas Jay Damesh Domenichini
Margaret R. Dear
Paul Dimaggio
Ann Kathleen Dixon
Dennis B. Donn
Tony Deuter
Russell R. Dyes
Mark G. Eker
William W. Elder
Cecilia M. Falbo
Eugene Parsons Feis
William Form
Mary E. F. Franklin
Farrukh N. Galloiu
John Cildrono
Robert F. Cattan
Howard Cooder
Robert Gudman
Philip R. Harris
Richard H. Herrel
Brett Hens
c
John E. Hunter
Paul R. Hersh
Sylvia C. Lawson
William C. Lawton
Charles E. Lennert
Gordon H. Lewis
Bruce G. List
Susanne B. Locy
Elsbiatia L. Lowrie
Carol A. Marrone
John J. Maresco, Jr.
Robert K. Merton
Kathleen N. Metz
Robert Newman
Wendy L. Ng
Melvina L. Oliver
Bruno A. Pelczynski
Steve E. Potrinovic
Carolyn C. Perrucci
Jack Nason Porter
Alejandro Portes
Henry Quinlan
Marion Quintana
Howard M. Rebech
Gabriala Revson
Barbara Ruskin
John W. Riley, Jr.
William L. Roberts
Alexander R. Ross
Raymond L. Russell, III
Amatull Shabanb
Rebecca Savage
Kae W. Shafer
Benjamin S. Steinher
Conrad Tarasuk
Masuo Takagi
Aleksandra Tessen
David Takeshi
Ruth Hill Useem
Brenda J. Vander Mey
Suzanne V. Walker
Allied VanDyk
John J. Vanden
Roger D. Waldinger
Immanuel Wallenstein
Robert J. Williams
Katharine Williams
William L. Yancey
J. Milton Young

SAN Update

By Rae W. Wett, Arizona State University

The Sociologists’ AIDS Network (SAN) was founded at the 1986 ASA Annual Meeting. Our purpose was and is to use our knowledge about AIDS research and funding opportunities, disseminate expertise concerning methodological research, encourage publication of sociological research, facilitate teaching about HIV disease within sociology, and encourage our professional organizations to take a stance for prevention of HIV disease. In these five years, we have made significant progress towards reaching these goals.

We regularly publish a newsletter which keeps us informed about each other’s work and about HIV-related publications, grant opportunities, and so on. To facilitate networking, we also publish and distribute a membership directory that lists our research and teaching interests. To encourage teaching about HIV Disease, SAN co-sponsored with the ASD a set of syllabi and teaching materials on the subject. SAN members have also written articles on teaching about HIV disease which have appeared in Teaching Sociology. SAN has taken several steps to encourage research on HIV Disease. The organization played an instrumental role in encouraging Social Problem to publish a special issue on HIV Disease studies helped by serving as reviewers. We have also worked with the American Sociological Association to increase substantially the number of meeting sessions on HIV Disease. This past year, we hosted a two-day workshop on HIV, held at the ASR meetings on methodological issues in researching HIV disease and on teaching about HIV disease. We have been active in lobbying, but have taken such actions as providing that ASA communication to your colleagues. Our communications to the Secretary of Health, to the Public Health Service, and to the Centers for Disease Control (with a copy to the International AIDS Society) our recommendation that all restrictions on the entry of HIV-antibody positive visitors to the United States be removed immediately. This resolution passed unanimously at the last ASA business meeting.

SAN will be working on several new projects this year. First, we are soliciting information from people who teach about HIV Disease. This information will be collated into a contact list which we will distribute. The list will provide information about teachers and their courses and can be used for informal networking among teaching persons. Persons who are interested should write to Thomas Sutker, Department of Sociology, Temple University, Philadelphia, PA 19122-6839. Second, we have created a travel award to be given to one student or one junior scholar to attend an AIDS-related conference. The official announcement regarding this award is forthcoming. We also plan to begin the next year or two to work on updating the HIV syllabus set, offering teaching workshops on HIV Disease at the ASA and regional meetings, encouraging more special issues or sections of issues on HIV Disease, and beginning to encourage further teaching and research on HIV disease at the regional meetings as well.

SAN remains a small organization with less than 100 members. In our relatively smallness, this is our weakness, but in other ways, it is our strength. It is easy to become involved, easy to make an impact, easy to interact with others who can help you and whom you can help. To join, send a check for $10 (or $5 for students) to Debra D. Lane, 1618 Arrow Road, Tunick, NJ 07966. Memberships run from January to January. Contact me if you would like to help advertise SAN at the regional meetings, to consider offering a workshop at our next annual meeting, or to propose any other projects which I can be reached at Department of Sociology, Arizona State University, Tempe, AZ 85287-2301; (602) 965-6679. Bitesen ATXREW@AUSACAD.
The Sociology of Children: A New ASA Section Progress Report

by Gertrude Lenzer, Brooklyn College, and the Graduate School and University Center, CUNY

This is a brief report on what has happened since "The Sociology of Children: A New ASA Section" appeared in the August 1991 issue of Footnotes. The responses came in by return mail as if were and lettres are still arriving. These replies are enthusiastic and extremely encouraging. In fact, the idea of a Sociology of Children Section has caught on as well as its way to becoming a reality.

Quite a number of colleagues from across the country wrote letters in support of establishing the Sociology of Children as a new theoretical and empirical interdisciplinary sociology and in favor of such a Section within ASA. On the basis of these letters and other communications of colleagues in support of the new Section. In addition, as a result of the good offices of Barrie Thorne (University of Texas, Austin) and help from Carolina Burgio at the ASA, more than 70 signatures in support of an ASA Section on the Sociology of Children were collected at the meetings in Cincinnati.

Submission of a Petition to ASA

On September 26 those signatures and the names of those other colleagues who had written in support of such a section were sent together with a formal petition to ASA. The petition will be submitted to the Committee on Sections and then to Council at its meeting in January 1992. If approved, this will mean that interested colleagues will be able to have an organizational meeting in Pittsburgh in August. The ASA then also requires the recruitment of 200 members, a roster of officers and bylaws for the new section to be prepared for the meeting of Council in January 1993.

Recruitment

Although I am quite happy to do some of the groundwork, it would be much appreciated if colleagues who are willing to be involved in the establishment of this new section come forward. Eventually we shall need Nominations Committee members for the Section, colleagues to help write the bylaws, an editor for the newsletter, etc. The most important task appears to be the recruitment of members for the new section as soon as possible.

Plenary Session on Children and Youth in Crisis

Another important development is that the Program Committee, at the request of Professor James Coleman, President-Elect, has tentatively scheduled a Plenary Session on "Children and Youth in Crisis" for the meetings in Pittsburgh. Felice Levine, ASA Executive Officer, will organize this Plenary Session.

International Linkages

Just before this went to press, we learned that a European group of sociologists had made a request to establish an ASA Thematic Group on Sociology of Childhood. Members of the Thematic Group will be meeting at the next World Congress of Sociology in 1994 for the purpose of discussing the sociology of childhood as a new sociological perspective on childhood. I am establishing contact with them in order to link our undertakings with theirs.

Sociology of Children Network Director, Research Inventory, and Bibliography

In conversations with interested colleagues a quite exciting idea emerged. A number of them felt that it would be very beneficial if two—in order to overcome the fragmentation of research endeavors dealing with children—established a network of colleagues who are involved in diverse research on children. In particular, this would entail a directory of names, research areas and lists of publications of sociologists and others working in this area. The idea appears to be a very good one. Such a Sociology of Children Network, Research Inventory and Bibliography could become an important vehicle for facilitating communication and collaboration and would further the integration of the new field. I would be willing to make a beginning with the establishment of such a Sociology of Children Network Directory, Research Inventory and Bibliography. If you share an interest in this undertaking, please send me:

(a) A brief description of the specific research you are actually doing work in or would like to work in;

(b) An annotated bibliography of your published work and papers in this area;

(c) If possible, copies of your publications;

(d) Any other information you can think of.

I believe that as soon as the Sociology of Children Section is fully established, the Section could take over the continuation of this endeavor. In the meantime, however, collaborative efforts could certainly be worthwhile and be of good use to everyone doing work in this area.

Please direct all communications to Gertrude Lenzer, Department of Sociology, Brooklyn College, Brooklyn, NY 11210 (718) 990-6853.

Hoffert to Give Jensen Lectures

Sandra L. Hoffert has been selected to present the 1990-91 Jensen Lectures. Her topic is "Making Time for Children: Family Decisions about Employment and Child Care." The Jensen Lectureship, jointly sponsored by ASA and Dike University, was established to encourage and increase visibility of sociological investigations which enrich the common good. The Lectures are awarded with research that contributes to the discipline's goal of providing social action with rational grounding in social science. A series of four lectures will be presented, with Dike University next spring, and harder, August 1992, will be the ASA.

Hoffert has served as health research administrator at the National Institute of Child Health and Human Development and is currently Senior Research Associate at the Human Resource Policy Center of the Urban Institute. Her research has dealt largely with adolescent sexuality, pregnancy and childbearing, women's role in the overall reproduction, and child care. While at NICHD she co-edited and wrote a major portion of the report of the National Academy of Sciences Panel on Adolescent Sexuality, Pregnancy and Childbearing (Rosen). Her work at the Urban Institute has included two major national surveys of the supply of and demand for child care. These surveys will provide a substantial basis for her Jensen Lectures.

Hoffert is the third Jensen Lecturer. The first was Peter H. Rossi whose topic was "Homemakers in America." The second was based on these lectures, "Divorce and Out to America," was published in 1989 by the University of Chicago Press. Gary T. Marx, the Jensen Lecturer this year, is working on a book based on his Jensen Lectures. His topic was "Surviving and Society in an Age of Technology." A book based on his Jensen Lectures is currently in preparation.

The ASA Honors Program: Strong At Its 19th Year

by David Bick, University of Iowa

The Honors Program of the American Sociological Association capped its eighteenth year of operation with a challenging and rewarding year in Cincinnati. Some 45 new members and several returning members worked collaboratively under the direction of Bill Brown and Burton Wright and the continuing support of the ASA, the program has matured to the point that it is now an important part of not only the Annual Meetings, but the careers of the students participating in it.

The purpose of the Honors Program is not simply to single out the "best and brightest" for special treatment. Rather, we hope to help socialize new members into the profession by providing them with a rich set of experiences at the Annual Meeting and beyond. Our goal at the Cincinnati meetings was to both carry on the traditions of the program and to continue to develop new directions. The students learned about the structure and operation of the ASA from Carla Hawley and listened to Stanley Liebowitz's candid and honest reflections on his experiences as ASA President. Camille Miller, Steve Steele, and Earl Bobo generously gave of their time to speak with the students, and the students participated in paper sessions or roundtables sponsored by the Honors Program.

The probably the biggest benefit afforded to Honors students is that they begin to establish a network of colleagues who are at similar points in their careers. Past students in the program have often described the relationships they have established during the program and how those relationships have been kept in touch with each other and with me through letters, as friends, collaborators, and critics.

I think the students in Cincinnati learned much from their participation in the Honors Program, but we also much to learn from them. All came away with excitement and a renewed sense of accomplishment and purpose, but many, too, were struck that sociologists (even prominent sociologists) do not always behave well towards each other, often present papers indifferently, and often fail to listen to one another. Of course, these are important lessons.

Planning for the 1992 Pittsburgh meeting is already underway. The officers of the Honors Program Student Association (a remarkable group) will hold a mid-year meeting in Buffalo, New York. It's exciting to watch students grow into positions of genuine leadership and responsibility.

Merton Receives Award on 50th Anniversary of Pioneering Interview

by Albert E. Golin, Newspapers Advertising Bureau

Robert K. Merton, Columbia University Professor Emeritus, was the recipient of a special award of the Qualitative Research Cresskill Associates at a luncheon held in his honor on September 13, 1992, in New York City. ORCA, whose membership consists primarily of focus group moderators, was celebrating the 50th anniversary of the night in November 1941 when Merton, at the instigation of Paul F. Lazarsfeld, his new Marjorie colleague in Columbia's sociological department, undertook the challenging task of coding the processes of intensive interviewing of a group of individuals. From the unplanned beginning of emergence of a need of interviewing problems, and procedures for the Bureau of Applied Social Research at Columbia, later published as Thefocused Interview (Free Press, 1946), co-authored by Merton, Marjorie Fishke and Patricia L. Kendall. In his introduction to the book's second edition (Free Press, 1960), Merton wrote: "The significance of this technique from Morgen- side Heights to Madison Avenue and beyond was the manual's "focused interview." The book became the "focused" interview, and subsequently (via the agency's chapter on "The 50th Interview") the groundwork for RCA's choice, three speakers highlighted the applications of focus groups to three distinct spheres: Larry Chapsky of Backer Spielvogel Bates to advertising, Jim Miller of ADAMIA to the "social marketing" of public health programs, and Vince Vescellini of Xerox to international marketing.

In his response, Merton linked focus groups to other modes of knowledge production and hypothesis testing, stressing the "methodologically continuous interaction" between the qualitative and the quantitative. He emphasized the point that the focused interview and the focus group are complementary research procedures that, though being put to good use in the public sector and academic, plainly need not be considered (though they still largely are) to a range of private-sector marketing problems. Merton conveyed the value of two-way traffic between the academic and practitioner worlds, alluding to the pioneering efforts at the Bureau under Lazarsfeld, in the "slow days" of severely limited support for social science, to design and carry out studies that both advanced the academic missions of research and training and met the practical goals of cost-effectiveness and utility in decision-making.

A commemorative publication incorporating the text of remarks by the speakers is available from ORCA (PSM 507, P.O. Box 5-10, New York, NY 10022).
Recruitment and Retention of Women Sociologists

A report of the ASA Committee on the Status of Women in Sociology

The ASA Committee on the Status of Women in Sociology decided to focus on a major issue affecting women sociologists—how to improve recruitment and retention of women faculty, and graduate students in sociology departments. The committee’s report was undertaken in conjunction with a study of past progress of women in academic employment. To determine strategies of recruitment and retention that work, the Committee interviewed individuals involved in serious discussions of these issues, as well as representatives of sociology departments that have implemented policies and programs to recruit and retain women faculty. Many valuable ideas were suggested, some of which pertain to strategies at the departmental level. This report summarizes the most frequently mentioned strategies productive at the departmental level. Most issues apply to young, untenured male faculty and minority women; however, in many instances, women and minorities are especially disadvantaged and therefore more likely to benefit substantially from the implementation of these strategies.

Recruitment of Women Faculty and Graduate Students

(1) Location of a suitable position for the spouse is a major issue in recruiting women. Departments can be more successful, and aid women, by openly addressing this issue. Some examples of facilitating actions are greater flexibility in hiring spouses within the same department, activity helping place the spouse within the university, and making job contacts in the community for the spouse.

(2) Departments need to establish affirmative action officers to assure that all recruitment committees make a serious effort toward women (and minorities).

(3) Recruitment efforts should utilize formal lists of women sociologists (such as the SWS membership list of women faculty and graduate students).

(4) Departments should aim to have two or more women sociologists in order to reduce their isolation.

(5) Accomplishments, rather than prestige of past affiliations, should be given greater weight in recruiting faculty. Frequently, because of family commitments, highly qualified women, many of whom are already published, are graduating from second-tier institutions rather than from the top ten. If a department is serious about hiring women, it should canvass these schools.

(6) Serious efforts to remedy the relative lack of women in sociology require more flexibility both in training programs and in the promotional period before tenure for faculty. Because graduate school and junior faculty status frequently coincide with child-bearing and rearing, and women usually have greater responsibility for these, to facilitate women’s successful career entry, graduate programs should not insist on a rigid step-by-step system for completing degrees or for achieving each step of faculty status.

Prohibitions against age discrimination are strongly supported for all sociologists. Women candidates will be facilitated especially by the enforcement of prohibitions against age discrimination since women sociologists are frequently older than their male counterparts.

During job interviews women (and minority) candidates should have the opportunity to meet women (and minority) faculty in the department and elsewhere on campus.

Retention of Untenured Women Faculty and Graduate Students

(1) A mentoring system is one of the number one strategy for retention. While the retention often happens spontaneously, structuring the mentoring process ensures that it occurs. Ideally, the mentor should be a respected, senior member of the faculty, and not part of a political faction that might work against the junior member later. The Department Head should ensure that such a system operates. The functions of the mentor are as follows:

...to read and critique research ideas, proposals, and papers of the untenured faculty,
...to encourage the submission of papers to appropriate conferences,
...to advise the person on the tenure process,
...to advise her about the political climate of the department and how to avoid pitfalls.

(2) Protecting all junior faculty against excessive departmental and university committee assignments is imperative. Women (and minorities) are especially vulnerable to these demands because affirmative action policies often require their membership on committees and because they are found more frequently in joint programs and therefore are doubly pressured for such service. Advisor roles and administrative tasks should be reassigned or rewarded appropriately.

(3) Course loads should be light for untenured faculty to maximize productivity. Courses and courses should be in the areas of expertise of the faculty member, and in areas where work is needed.

(4) In many instances, faculty begin their families during these untenured years. Thus, departments that intend to promote women need to be flexible and accommodate to the sometimes conflicting responsibilities of family and career. While untenured male faculty also are frequently building families during these years, women generally bear the major responsibility. One particularly helpful strategy or scene departments is providing an additional year or two before tenure review for faculty bearing children.

(5) Institutions providing child care facilities ease the work of young women who have families.

(6) Women (and minorities) frequently specialize in areas traditionally not considered "mainstream," such as gender or ethnic relations. In addition, women (and minorities) more often use qualitative methodologies. It is important for departments to respect these research specialties and methodologies and to work to establish their credibility at higher administrative levels in the review process.

(7) Equally important, departments should not assume that women (and minorities) will necessarily teach courses on gender roles (minority issues). If sexual harassment policies exist, be widely disseminated and effectively enforced.

(8) Departments should make every effort to offer paid research leave to faculty before tenure decisions to assist in publication efforts.

This document was drafted by Helen Rose Ebaugh, University of Houston, then Chair of the Committee on the Status of Women in Sociology. The Committee retained and approved the report.

Singout on Sociology

Should it be of any interest, here are the lyrics to Win Strack’s "The Sociologist Song." I have received oral clearance from Ray Nordstrand, the host of "The Midnight Special," to transmit them to you. If you have further questions, contact Nordstrand directly at WFMU, 303 East Wacker Drive, Chicago, IL 60603 (312) 565-5000.

"The Sociologist Song" by Win Strack

I’ll never be a preacher
And this is the reason why
A preacher’s a sleepin’ ‘bout that pie up in the sky
I’m so glad
I’m a sociologist
I’m so glad
I’m a sociologist
I’m so glad
I’m a sociologist

I’ll never be a journalist
They’re so awfully science
Poor Ann Landers has to cut the best out of her column
I’m so glad
I’m a sociologist
I’m so glad
I’m a sociologist
I’m so glad
I’m a sociologist

I’ll never be a psychiatrist
I’d rather be a man
Who smiles and frowns when someone talks
And doesn’t go deadpan
I’m so glad etc.

We get studies in fertility
And industry mobility
Even premature senility
I’m so glad etc.

I’ll never be a burglar
For to joll’d I’d go
I’d have to face sociologists
And tell ‘em my tale of woe
I’m so glad etc.

We’ve got criminal psychology
We’ve got cultural anthropology
Even Soviet demography
I’m so glad etc.

I transcribed these lyrics myself from a tape of the July 3 "Midnight Special." Any errors in this process are my doing. I have no idea if this song was ever published.

Mitchell A. Pridemore, Liaison Director, Chicago Sociological Practice Association
Teachers for a Democratic Culture

College and universities in the United States have lately begun to serve the majority of Americans better than ever before. In recent decades, higher education has expanded and diversified. Today, efforts are being made to create a far richer diversity of Americans access to a college education. However, the content of the curriculum have also begun to make our classrooms more representative of America's diverse peoples and beliefs and to provide a more truthful account of our history and cultural heritage. Much remains to be done, but we can be proud of the progress of democratization in higher education.

A vociferous hand of critics has arisen, however, who decry these changes and seek to roll back the educational revolution. They have pointed an alarming picture of the state of contemporary education as a catastrophic collapse (or more often claimed having a false claim that the classics of Western civilization are being eliminated from the curriculum). In my view, however, the questions of the role of political affiliation and political affiliation are the sole measure of a text or subject's worthiness to be taught; that teachers choose the land are being silenced and politically intimidated; that the very concepts of reason, truth, and artistic standards are being subverted in favor of a crude ideological agenda.

It is our view that recent curricular reforms in the humanities and literature have greatly enriched education rather than decreased it. In our view, there are also no reasons for the controversy and there is no controversy. We see the right of schools and teachers to raise questions about the function of culture, scholarship, and education to politics not in order to shut down debate on such issues but to open it. It is just such a debate that is prevented by discussions of how to resolve political questions by "political correctness" in language.

What does the notion of a "democratic culture" mean and how does it relate to education? In our view, a democratic culture is one in which everyone is considered equal and every "truth" is seen as disputed rather than given. This means not that standards for judging art and scholarship must be discarded, but that such standards should evolve out of democratic processes in which they can be thoughtfully challenged.

We understand the problems in any organization speaking to speak for a very diverse, heterogeneous group of people who may simply disagree on many issues, including those of the politics of culture. What we envision is a coalition of very different individuals and groups, a coalition joined together by the belief that recent attacks on new forms of scholarship and teaching must be answered in a spirit of principled discussion. We think the very formation of such a group will be an important step in gaining influence over the public representations of us and our values.

It will also be a way to take responsibility for the task of clarifying our ideas and practices to the wider public. Something, it must be admitted, that we have not done as well as we should. We need an organization that can not only refute malicious distortions but also educate the interested public about matters that still too often remain shrouded in mystery—new literary theories and their movements such as deconstruction, feminism, multiculturalism, and the new historicism, and their actual effects in classroom practice.

We therefore propose the formation of Teachers for a Democratic Culture, and we ask all who subscribe to this statement and would endorse its publication to send their name and address to Gerald Graff, English Department, University of Chicago, Chicago, IL 60617. If you wish to pay the costs of mailing and publishing this statement, contributions of $25.00 would be welcome.

To discuss plans for the organization, we also propose a meeting at this year's Modern Language Association convention (just after the final sessions seem the best time). If the response to this meeting is positive, we will announce the time and place for the meeting will be announced later.

Wrigley, from page 1

Julie's current work focuses on social class and children. She is studying the relationships between middle-class parents and their child care workers to help them to work in their children's. The project builds on historical research she has done on the use of servants for childrearing by upper-class English families.

She argues that heavy reliance on servants was increasingly challenged by educated, middle-class parents, who wanted to transmit their intellectual skills to their children and thought that only those in a position to do so. These views on the importance of intellectual stimulation remained the province of a small elite until education became truly a mass phenomenon. As academic credentials have become more important in affecting access to jobs, middle-class parents have had to ensure that their children have an educational inheritance. Through an extensive content analysis of popular literature directed towards parents from 1900 to 1985, Julia has shown that over the 20th century there has been an increasing emphasis placed on the presumed need for the intellectual stimulation of young children. This has coincided with the massive entry of mothers into the work place, creating a potential dilemma for educated, conscious parents. They want to invest in their "cultural capital" in their own careers but also hope to find caregivers with whom they define as suitable replacements for themselves.

The research explores the complexity of the market for children's caregivers. Based on interviews with parents and caregivers, Julia analyses the internal stratification of this informal market and, in particular, the exploitation of those women, primarily immigrants from Third World countries, who are unable to present themselves as possessing cultural capital that will be recognized by white, middle-class parents. She also examines what happens to the children of childcare workers.

This, of course, varies with their family circumstances, but for those without available relatives to provide care, there is a virtually limitless "social class step-down effect" with, ultimately, the same poor looking after the children of the merely poor. The research combines macro-level analyses of relationships between parents and caregivers in the household with consideration of the macro forces that produce the relationships in an educational setting.

Julia enters the editorial board of Sociology with a conception of the kind of sociology she would like to see. She believes that the journal should be of broad scope, as education affects people's consciousness, their place in the social order of their skills, and their values. Further, historical, cultural and sociocultural strains of culture have been closely related to the dynamics of different social processes.

Julia comments that for many years, Sociology of Education published primarily quantitative studies. Today, it is increasingly true that many people read the journal as, in practice, being restricted to one type of work. The last two editors, Maureen Hallinan and Philip Wenzer, have worked hard to change this perception. They have done so by commissioning special issues on such topics as ethnic and religious methods, and by making it clear that they wanted the journal to publish a wide range of quality work. This has helped make Sociology of Education a more lively and varied journal. Julia believes that quantitative work has been essentially fruitful in the sociology of education, but that it does not devalue this work to restate a commitment to methodological and theoretical diversity.
Global Research Opportunities for Sociology

Editor's note: This section reports on opportunities for international, transnational, and global research. AASA hopes that sociologists with relevant interests will see the information in this section and find it helpful in their work in these important initiatives. The Sociology Program at the National Science Foundation is also an important source of support. The Program Director and Associate Director, Matt Sanger and Sunny Sturtevant, are available to help you navigate the NSF and get you to a program that fits your research interests. They can be reached at (202) 357-1802. The AASA office is actively seeking out opportunities in international collaboration in teaching, research, and practice. Watch for additional stories and funding opportunities in future issues of Footnotes, marked with the globe logo.

Funding Alert: USDA
by Janet T. Zachos, Washington State University

For the first time, USDA’s competitive grants program, under the National Research Initiative, will include a call for proposals to address the social and economic issues associated with rural communities, family, and natural resources. Congressionally appropriated of $4 million under the program title “Markets, Trade and Policy” provides a solid funding base for new research.

The focus of the research is on three topical areas: (1) Improving Competitiveness in Global Markets; (2) Social and Economic Structure and Rural Development; and (3) Impacts of New Technologies on the Environmental and Competitiveness of Agriculture.

These three areas are also the high priority research initiatives of the Experiment Station system, and a series of research objectives have been defined for long-term attention. The thrust of the three is as follows:

1. Research Objectives Directed to Improving Competitiveness in Global Markets include:
   B. Market Potential. Determine potential within traditional and emerging markets for U.S. agricultural products. Analyze relationships among income growth, economic development, political systems, and socioeconomic characteristics on demand; develop market pricing models for trade diverting externalities, such as food safety and environmental policies, and the effect on market opportunities.
   C. Macroeconomic Focus. Study effect of international macroeconomic forces such as monetary and fiscal policies, exchange rates and trade liberalization on market potential.
   D. Industry and Institutional Performance. Examine the effects of regulatory and trade policies, status of the agricultural sector, and the social and consumer behavior upon market development; determine the effects of mergers or buyouts on competition and competitiveness.
   E. Consequences of Changes in Markets. Identify and measure changes in levels and distribution of income, wealth, farm stability and market share resulting from supply and demand shifts. Study the social and economic impacts of the regional and sectoral distribution of gains and losses from such market shifts.

II. Research Objectives Directed to Understanding the Characteristics of Rural Communities, Families, and Their Economic Base include:
   A. Family and Individual Development. Study patterns of work, consumption, lifestyles, and socioeconomic mobility in relation to the family and development of families, youth and elderly; and develop family and organizational mechanisms to assist in coping with problems.
   B. Social and Economic Indicators. Develop relevant measures of economic data, demographic factors, social forces and public policies to establish a broad perspective of issues in public policy.
   C. Community Structure and Urban Development. Model the processes of industrial and occupational change in rural economies and identify opportunities for rural revitalization. Evaluate such factors as credit availability, infrastructure, population, capacity of the regional economy, community development and human resource availability for rural development.
   D. Community Organization and Services. Evaluate alternative strategies to provide essential services, including environment, mental health, education, health care, transportation, and public safety in rural communities.
   E. National, State, and Local Policies. Examine the effects of national, state, and local policies on rural areas through comparative analyses of the impacts on national resource use, population characteristics, and the nature of rural society.

III. Research Objectives Directed to Examining the Impacts of New Agriculture Technologies on Environment, People, and Communities include:
   A. Risk Assessment. Develop a framework to identify and assess social, economic, and environmental impacts of risk associated with new technology. Evaluate impacts on people, farm and business enterprises, community, and the environment.
   B. Public Perceptions About New Technologies. Determine the public attitudes, perceptions, and motivations toward the use of new technology and other alternatives in production, processing, and marketing. Analyze the factors influencing adoption, economic and anthropological policies or legislation.
   C. Ethical and Regulatory Issues. Examine the ethical and regulatory issues of release and patenting (ownership and liability) of, biologically engineered plants, animals, and microorganisms.

The overall National Research Initiative addresses broad societal issues that are crucial not just to the industries that are involved with food, forest, and agriculture but issues that are vital to every American whose well-being and quality of life will be enhanced by the results. This is an exciting opportunity for social scientists to focus on issues of the environment, food, and international competitiveness.

All U.S. academic institutions are eligible to compete for funding. Federal research agencies and for-profit organizations can also apply. Grants awarded may include individual and multidisciplinary team efforts, basic, applied, and mission-oriented research, and strengthening for smaller, less developed institutions. For further information contact Dr. Richard Study.

Global Perspectives on Sociological Studies

The Law and Social Science Program at the National Science Foundation is continuing its special competition for research dealing with global perspectives on sociological studies. The aim of this initiative is to support research on law and related processes and behaviors in light of the growing interdependence and interconnectedness of the world. The competition seeks to encourage examination of both global dimensions of sociological phenomena (e.g., comparing legal and social systems or comparing legal and social phenomena of a single nation against those of another nation), as well as the impact of global phenomena (e.g., comparing legal and social systems or comparing phenomena of a single nation against those of another nation).

Global Dimensions of Global Change: A Research Opportunity

The Division of Social and Economic Studies at NSF conducts a special competition for research proposals dealing with the Human Dimensions of Global Change. Research funds as a part of this competition enhances understanding of the ways that human activities influence and are influenced by the natural and physical environment. During FY 1991, $2.4 million is budgeted for this competition. The budget request for FY 1992 is $3.4 million.

The Human Dimensions of Global Change competition was established in FY 1989 to encourage social science research on the myriad ways that human systems affect and are affected by global change. Proposals for this competition should be clearly related to social, economic, demographic, political, legal, and/or institutional aspects of global change. Projects should be clearly grounded in relevant social science theory, and they should clearly outline and justify the research methods to be used. Proposals to build or synthesize databases should include detailed research plans for use of the data.

During FY 1992, the Division of Social and Economic Studies expects to conduct a complementary special competition to fund planning grants and pilot analyses related to the establishment of Long-term Regional Research Sites (LRRSs), where longitudinal data on standard and site-specific datasets on human activities and related natural and physical conditions at various spatial scales can be gathered and analyzed. Proposals to support this competition should be submitted to the most relevant program in the Division of Social and Economic Studies or to an investigator in a local NSF Division in accordance with the guidelines in Grants for Research and Education in Science and Engineering (NSF-92-77). Evaluation of proposals appropriate for this competition will be conducted by external experts and by a multidisciplinary advisory panel.

Proposals for this initiative must be received at NSF by February 1, 1992. In addition to standard proposals, planning grant proposals, travel support to lay the foundation for research, and proposals for improving doctoral dissertation research are welcome. Funding decisions will be announced approximately four months after the deadline. Proposals should be prepared in accordance with the guidelines in “Grants for Research and Education in Science and Technology” (NSF-92-77).

The Human Dimensions of Global Change competition, a program office in the Division of Social and Economic Studies, invites proposals that clearly describe what they propose to study. Investigations are strongly encouraged to contact appropriate NSF program officers prior to preparing proposals to learn of any changes in schedules and evaluation procedures and to determine whether their proposals are appropriate for the competition. For more information about the Human Dimensions of Global Change competition, contact a program officer in the Division of Social and Economic Studies, Division of Social and Economic Studies, National Science Foundation, 1800 G Street NW, Room 485, Washington, DC 20550.
Sociology

International Sociologists in U.S.

Fullbright Programs

Each year over 1,200 scholars from abroad hold grants to lecture and conduct research in American colleges and universities under the Fulbright Scholar Program. While the majority of the scholars apply for grants through Fulbright commissions or U.S. embassies in their home countries, some 55 are invited by colleges and universities in the United States to lecture in their specific fields under the Scholar-in-

Residence Program.

To acquaint the American academic community with the visiting scholars and their areas of specialization, the Council for International Exchange of Scholars (CIES), which operates the Fulbright Scholar Program, annually publishes the Directory of Visiting Fulbright Scholars and Colloquium Lecturers. The directory assists institutions that wish to participate in the College Lectures Program.

The directory, published in September, contains a comprehensive listing by discipline of the scholars’ names, home institutional areas, the American universities with which they are affiliated, and topics on which scholars are prepared to lecture. Scholars are also listed alphabetically, by home geographic area, and by host state.

For additional information on the Fulbright Scholar Program, write to the Council for International Exchange of Scholars, 3007 Tilden Street NW, Suite 5B, Washington, DC 20008-3302 (202) 686-7670.

The following is a selected list of visiting scholars in sociology and social work who are currently in the U.S. under the auspices of the Fulbright Program.

Artino, Jose Lepoldo (Dominican Republic) is at University of Michigan, Graduate School of Public and International Affairs.
Blum, Elia M. (Mexico) is at Massachusetts Institute of Technology, Center for International Studies.
Bozkurt, Fuat (Turkey) is at the University of California-Berkeley, Center for Middle Eastern Studies.
Bunqu, Rabha (Morocco) is at Princeton University, Department of Anthropology.
Cheng, Li-Ya (Taiwan) is at Harvard University, Medical School, Department of Social Medicine.
Choi, Uhm (Korea) is at University of Wisconsin-Madison, Havens Institute.
Chou, Bik-i (Taiwan) is at University of Wisconsin-Madison, Women’s Studies Research Center.
Dolansky, Stadso (Netherlands) is at Columbia University, Department of Sociology.
Ehlers, Hajo (Germany) is at University of Illinois, Department of Sociology.
Hoang, Ngoc (Vietnam) is at Purdue University, Department of Educational Psychology.
Leonardo Acosta, Ido (Spain) is at University of California-Santa Cruz, Office of the President.
Mahajan, Anant (India) is at University of Utah, Department of Sociology.
Malone, Purdy (Carrol) is at Johns Hopkins University-Baltimore, Division of Disease Control.
Maslović, Slobodan (Yugoslavia) is at University of Wisconsin-Madison, Department of Political Science.
Obladen, Ahlef (Yemen) is at University of Michigan-Ann Arbor, Department of Political Science.
Picaso, Zorica (Costa Rica) is at University of Virginia, Department of Educational Studies.
Rutachtal, Lahavni (Ireland) is at Brown University, Population Studies and Training Center.
Santa Maria, Di Giorgio (Brazil) is at Northwestern University, Department of Sociology.
Sarith, Simon (Japan) is at Stanford University, Hoover Institution.
S大于chi, Daoluo (Yugoslavia) is at George Mason University, Institute of International Studies.
Ung, Chhantrei (Cambodia) is at University of California-Berkeley, Asian Studies Center and University College at Berkeley, Department of Sociology.
Yamada, Takeo (Japan) is at University of California-Berkeley, Department of Sociology.
Yoo, Minjung (Japan) is at University of California-Los Angeles, Department of Social Welfare.

For complete listings, please call Janet Bailer at the ASA office: (202) 833-3410, x 217.

International Notes

by Linda Fuller

The Council for European Studies has awarded three of its 21 pre-dissertation fellowships for 1991 to sociology graduate students. The three awardees are Philip Gorski, University of California-Berkeley, The Micro-Politics of the State: Calvinism in State Formation—the Cases of Holland and Prussia; Amazolla Lindgren, State University of New York, Stony Brook, Politics and Ideological Change in Sweden?; Mika Lindholm, State University of New York, Stony Brook, Gender Inequality and the Swedish Welfare State, 1870-1960.

Congratulations!

The Sociological Association of Antwerp (New Zealand) awarded $250 to George Joyce, an Oxford University Press Sociologist for his work on the sociology of science. Joyce is the author of a forthcoming book on the sociology of science in the United States. The ASA is also accepting applications for sociologists in the sociology of science in the nation’s secondary school curriculum.

For complete listings, please call Janet Bailer at the ASA office: (202) 833-3410, x 317.

Textbook Publishers Okay Major Test of Comp Copy Return Mailers

The Executive Council of the Higher Education Division of the Association of American Publishers has given its okay to a major test of special adhesive return mailing strips that require the return of unwanted examination copies of textbooks to publishers. The president, Howard Feld, said, "The membership of HEA has agreed in principle to test these mailing strips at a point of five of the textbooks from each publisher that will be sent on a compensatory basis to professors between now and January 31, 1992. To date, publishers have ordered over 40,000 mailing strips for insertion in the chosen textbooks."

Developed in collaboration with the U.S. Postal Service, the mailing strips are preaddressed to each publisher and can be quickly triggered around any unwanted complimentary copies of texts which are then left in the professor’s or department’s outgoing mail box. The long-standing practice of the industry to send faculty members complimentary examination copies of texts in order to facilitate the task of choosing the best materials for their courses. Unauthorized copies of these books ultimately cost professors/authors $10 million per year in lost royalties, AAS estimates.

In response to AAS efforts, which have been supported by a variety of academic organizations including a resolution of the Trustees of the National Association of College Stores, a growing number of colleges, universities, college stores and textbook wholesalers have adopted policies discouraging the sale of comp copies.

"Although this mailing strip has been available for several months," noted Carl Tyson, Chairman of the AAUP’s Higher Education Division and President of the College/Scholar Division of McGraw-Hill, Inc., "this will be the first time that our industry is making a concerted effort to test it in practice. Professors have asked for a simple way to send back books which they have reviewed and will not need. We think this matter fits the bill. Now we hope college professors will show their cooperation by using the strip."

The effectiveness of the return mailer campaign will be carefully analyzed following the conclusion of the test period in 1995 at which point a decision will be made as to a more permanent adoption of this practice.

The AAS is a non-profit organization of more than 250 American publishing firms which are located in each region of the United States.

University of Carbondale, Champaign, Illinois
Bob Galloway, Department of Parks, Recreation, and Tourism, University of North Carolina, Chapel Hill.
Open Forum

Self-Righteous Feminism and Political Correctness

The reason that Daniel D’O Souza criticized Becky Wager of Thompson’s in the recent American Feminist Theory Syllabus [where she states, “It is not open to debate whether a white student is racist or a black student is not.”] is because it’s bluntly racist and sexist, to utilize a term that is widely used today. It’s also in keeping with the general social climate of opposition and disapproval. The term “white student” does not imply intellectual brilliance or any other personal trait, but it is an attempt to undermine the legitimacy of the argument. The attempt to silence and delegitimize critical voices is not new. It has been a strategy used by those in power to maintain their dominance and control. The use of language to try to silence or delegitimize critical voices is a form of self-censorship, and it is not to be tolerated.

Eugene Bachrach-Hallett, University of Notre Dame

Editor’s note:
All Teaching Resources Center materials carry the message that the contents do not constitute the official position of the American Sociological Association or serve as a medium for discussion and exchange of ideas on undergraduate and graduate education.

This statement is not meant as a disclaimer as much as it is a call to action. The diversity of the community of scholars and the range of voices that are excluded from the canon is a cause for concern. The term “political correctness” is not a neutral term, but rather a tool of power that is used to silence and delegitimize critical voices.

Carol R. Hynson, Director, Teaching and Learning Program

American Psycho

American Psycho by Bret Easton Ellis is a book about a man who tortures women and mutilates their bodies in incredibly vicious ways and then compares their remains with entrees at local restaurants. Simon & Schuster initially accepted this book in January 1990, but then followed a rocky ten months. After reading it, the jacket designer refused to work on the project, and the book was shelved. The book was finally published in 1991, and it became a bestseller.

This book became a great deal of attention in the media and has become a real subject of debate over First Amendment issues. Here is a sampling:

Peter Plagens in Newsweek: “American Psycho is an exercise in extreme sexual violence. . . . Although the novel will not likely cause any real deaths, . . . it does up the ante. Drug overdoses will soon be in vogue.”

Publishers’ Weekly: “The book does transgress the boundaries of what is acceptable in mainstream publishing.”

The reason for all the attention is not to be dismissed lightly. The book raises important questions about the nature of power and the role of media in shaping public opinion.

John Serber

This Is a Debate

I read Becky Wager’s reaction to the charges against her made by Daniel D’O Souza with some interest. I wanted to know how she’s really responding. I think it is important to note that there is a huge debate about the role of race in American politics. The issue of race and politics is a complex and nuanced one, and it is important to consider the implications of D’O Souza’s charges. It is not to be dismissed lightly. The book raises important questions about the nature of power and the role of media in shaping public opinion.

Amelia S. Bloomfield, University of Missouri
Open Forum

Honors by Default?

Over the past decade members in our sociology department have sponsored a half dozen or so students as participants in the ASA Honors Program. Each of our students has had the privilege of forming three graduate sociology credits through the Honors Program. Unsurprisingly, they have come away from the experience brimming with beneficial insights into contemporary sociology, heightened appreciation of how a professional association advances its members' research, and commitment to the discipline as the intellectual site of their life's work. Nearly as uniformly, however, they express feelings of regret when transferring their credits into graduate sociology programs where they find that the recognition given them by the ASA Honors Program is met with a shadowy existence in the minds of many colleagues.

Committee on Professional Ethics, continued

within 90 days. When the response is received, copies of the complaint, response, and supporting documents are reviewed by all members of COPE. After delibrations, COPE will decide whether (1) the case should be dismissed, (2) further information should be obtained, (3) further mediation should be attempted, or (4) the case should come to a formal hearing. Outcomes. Throughout this process from the time a complaint is first received, the chairperson of the committee is responsible for maintaining awareness of the status of the case and for ensuring that all cases are successfully resolved before ever coming under review by members of the committee. A formal hearing is even more rare. This is just as well because the extreme penalty at COPE's disposal for any instance of harassment or sexual harassment and unwilling to resolve the matter appropriately is a recommendation to the ASA Council that membership of the member to be terminated. Thus, COPE is more a mediator helping to resolve ethical violations than a police force or judicial body. The Comitter's attitude historically has been one of conciliation aiming toward an understanding and respect among its members and only rarely toward public sanction of members.

A new case type of Complaints, 5c. What kind of cases are there and how frequently do they occur? Over the past eight years there have been 29 formal complaints, not counting inquiries that did not lead to complaints. The number peaked at six in 1989 when the Code of Ethics was last revised and distributed to the ASA membership, and there have been three complaints each during 1990 and 1991. Although this may seem like a small number of formal complaints for an association of 13,000 members, many additional ethical violations and disputes undoubtedly occurred during this period and either were left unresolved or were settled through legal means, internal personnel procedures, or other channels, perhaps relying in part on the Code for guidance.

Classification of the nature of the complaints is imprecise because most involve more than one issue. Based on the primary issue, there have been relationships or collaboration disputes, four disputes over access to data or misuse of copyrighted materials or claims of unfair student treatment, four charges of sexual harassment, and various single complaints concerning plagiarism, merit of work, honesty, and offensive evaluation of a manuscript copy for publication. The most common type of complaint concerns authorship and access to data on the one hand and graduate student exploitation and harassment on the other. It might be usefull, therefore, to summarize the ethics guidelines with respect to these issues.

First, the Code notes that "sociologists must acknowledge all persons who contribute to their research and . . . publications . . . including students" (Section I.A.). Material or ideas taken from another person's published or unpublished written work, even if not quoted verbatim, must be explicitly identified and referenced to his or her author. Most disputes that arise in joint projects could be avoided if sociologists followed the Code's admonition to have "written actualized explicit agreements at the outset with respect to division of work, compensation, access to data, rights to authorship, and other rights and responsibilities." (Section L.A.)

Sociologists are also obligated in the Code to protect the rights of students to fair, non-explosive, non-concrete treatment (Section III). This includes "clear explanation for student performance and fair, timely and easily accessible evaluations of their work," avoidance of sexual harassment or abusive behavior, and explicit policies and criteria for admission, financial assistance, employment, evaluation, and possible dismissal from the graduate program.

Filing a Complaint. Although complaints of violations of the ASA Code of Ethics can only be filed against members of the Association, anyone can file the complaints whether or not they are members. Also, in cases where a person has evidence of an ethical violation but is not directly affected by it, for example, evidence of plagiarism from another person's published work, the person may report the evidence to the ASA anonymously and let the ASA file a formal complaint with COPE on his behalf.

Promoting Ethical Conduct. In addition to handling ethics complaints, other major activities of COPE include considering improvements in the Code, educating sociologists about the Code, and encouraging ethical behavior in every aspect of sociological practice. Since the first formal Code was adopted in September 1961, the document has undergone three major revisions and expansions to the present eight-page form adopted in August 1987. The full Code was drafted by reactions to research conducted secretly by investigators or handled surreptitiously by the government. These cases raised questions about the validity of ethical principles to guide research practice and with respect to such matters as subject's right to privacy and safety, confidentiality of data, and disclosure of sources of financial support. Ethical standards with respect to publication and review processes, teaching and supervising, and activities, obligations to employers and employees were largely omitted in the first Code. For example, exploitation of students and sexual harassment were not explicitly included as ethical violations until the 1982 revision. Ethical obligations with respect to hiring, promotion, tenure and other employer/employee relations were added in the 1989 version. Ethical issues pertaining to sociological practice remain limited in coverage and are currently being considered by COPE along with additional teaching tasks.

Some one of the objectives of COPE is to inform members of the ethical standards of the Association, efforts also have been made over the years to include statements inforeground on ethics issues. COPE is discussing the possibility of future articles and sessions at ASA meetings dealing with the ethics concerns of members such as specific teaching practices considered unethical, guidelines for ethical authorship arrangements, and ethical dilemmas encountered by sociologists in government, business, or private agencies outside the university. Not only does COPE want the working of the committee to be demystified and understood, but also it seems that a viable guide is no other mystery about the ethical standards of conduct that are expected of all sociologists in every respect of their practice. Members who have specific questions about either are invited to contact COPE via William H. Martinson at the ASA Executive Office.

Comparative Historical Section Award

For the price of one inexpensive computer, your school can have unlimited use of virtually all the entire online science of social science software. This new system is as good as it is released. It is not a mixed bag of coursework, but a fully developed software curriculum based on the MicroCase Analysis System, the ShowCase Preparatory Module and an archive of electronic social science data bases and teaching materials. More than 300 schools have the right to redistribute (and even resell) unlimited numbers of copies of the following products:

MicroCase Analysis System
A complete statistical analysis and data management system. All the power a professional needs, but so easy to use that students master the program in one sitting. Includes flexible data entry and graphics capacity. Incredibly fast and powerful. Handles files up to 999999999 cases and up to 32,000 variables in one file. Both Network and PC versions are provided.

ShowCase Preparatory Module
A special MicroCase created for public presentations. Easily readable (40 columns) color screens and splendiferous graphics, plus the incredible speed of MicroCase lets you analyze, live, in front of a class or professional audience.

MicroCase Data Archive
We have been accumulating an archive of the most useful data sets available, each converted into the MicroCase format. Included are all 18 years of the General Social Survey, the Standard Cross-Cultural Sample (more than 200 variables for 186 pre-industrial societies), the Canadian National Election surveys for 1984 and 1988, the longitudinal study of High School and Beyond based on 11,955 seniors, and much more. Over 30 data sets are designed for each purpose and all data sets are designed for the ShowCase module, with more than 300 fully scripted demonstrations. The written material is based on instructions on how to use the data sets, as well as show useful teaching techniques for getting maximum use from the software. New data sets and instructional materials are added yearly to the archive.

To join the MicroCase Curriculum Plan there is a one-time initiation fee of $1,500. Each year each school pays a $400 registration fee, plus a graduated fee determined by total student enrollment (part time students are converted to full-time equivalency). The annual enrollment fee is $100 per 1,000 students. Hence, if your school has an annual enrollment of 5,800 students, the annual fee would be only $500 a year ($400 plus $500).

Send me information on the new MicroCase Curriculum Plan

Name ________________________________ Institute ________________________________
Department ________________________________ City, State, Zip ________________________________
Phone ________________________________ Fax ________________________________
E-mail ________________________________

Mail to: MicroCase Corporation, P.O. Box 2100, West Lafayette, IN 47906.
Phone: (317) 497-9999 Fax: (317) 497-1913.
E-mail: micro@indiana.edu

The Social Science Research Council announces Dissertation and Postdoc- toral Fellowships for Advanced German and European Studies thesis at New York University. A stipend of $2000 per month up to $3000 per month for the duration of the fellowship. Applicants to have completed all requirements (except the dissertation) by the time the fellowship begins. For information contact Social Science Research Council, 1066 Third Avenue, New York, NY 10152.
EASY CAUSAL MODELING

The first latent variable modeling program whose input and output are path diagrams.

This path diagram:

\[ X_1 \rightarrow Y_1 \rightarrow Y_2 \rightarrow Y_3 \rightarrow Y_4 \]

is input like this:

\[ (F_I) \rightarrow (X_I) \rightarrow (X_2) \rightarrow (X_3) \rightarrow (X_4) \]

and output like this:

\[ (U_1) \rightarrow (X_1) \rightarrow (X_2) \rightarrow (X_3) \rightarrow (X_4) \]

\[ (U_2) \rightarrow (X_1) \rightarrow (X_2) \rightarrow (X_3) \rightarrow (X_4) \]

\[ (U_3) \rightarrow (X_1) \rightarrow (X_2) \rightarrow (X_3) \rightarrow (X_4) \]

\[ (U_4) \rightarrow (X_1) \rightarrow (X_2) \rightarrow (X_3) \rightarrow (X_4) \]

EZPATH is one of the few computer programs whose output is also its input. Written by Professor James H. Steiger, a noted authority on causal models and latent variable modeling, EZPATH makes latent variable causal modeling accessible to researchers. No matrices. No complex equations. EZPATH includes a full range of residual diagnostics and significance tests, and its coefficient estimates are identical to those of LISREL® and EQS®, and other popular latent variable modeling programs. EZPATH is available exclusively as a supplement to SYSTAT—the microcomputer statistics software package that has won top honors in every competitive review for the last five years—and SYGRAPH, described by InfoWorld as "undoubtedly the most dazzling, versatile PC statistical graphics package ever." Call or write SYSTAT for more information or copies of our InfoWorld, PC Week, or PC Magazine reviews.

SYSTAT
Intelligent software for statistics and graphics.

1600 Sherman Ave., Evanston, IL 60201 Tel. 708.866.5878 FAX 708.492.2367

Competition

Alpha Kappa Delta announces an Undergraduate Student Paper Competition. First prize, $500; second prize, $250; and third prize, $100. Authors must be an AKA member and an undergraduate student when the paper was written. Submissions from students who are not involved in local competitions will also be accepted. Each chapter may submit one paper. The contest deadline is June 1, 1992. Papers must be 25 double-spaced pages (exclusive of tables and references). Five copies must be submitted before or on or before May 1, 1992. Send to Lynne McLain, 1334 10th Ave., Memphis State University, Memphis, TN 38112.

The Sociology AIDS Network (SANN) announces the availability of a $400 award to support travel to the 1992 ASA meetings for the best graduate paper on an AIDS-related issue. To be considered, a copy of the paper must meet the following criteria: (1) it is based on a graduate paper; (2) it is written by a graduate student; (3) it is submitted no later than March 15, 1992; and (4) it is presented at the 1992 ASA meetings. Further information and application materials are available from: Lynne McLain, 1334 10th Ave., Memphis State University, Memphis, TN 38112.
Obituaries, continued

...continues the opportunity to debate their... public.

For his accomplishments Professor Beilin is remembered as a scholar and promoter of the full posse modal theory, which is the hallmark of his research.

Robert A. Scherkenbroch (1926-1994)

Robert A. Scherkenbroch died after a short illness on October 27, the eve of his 68th birthday. Dr. Scherkenbroch, a resident of Claremont Manor Retirement Community, moved with his wife, Helen, to Claremont, Calif., in 1972 following his retirement and appointment as Professor of Care Westerm Reserve University in Cleveland, Ohio. Dr. Scherkenbroch served on the Sociology Faculty of Case Westem Reserve from 1968 to 1972, receiving a full professorship at Loughlin. In 1976, he was the first professor to be named as the American Sociologist Associate Editor of the Year for his contributions to both book and book reviews.

March 27 - 29, 1992 Chicago, Illinois Computers in the Classroom

The goals of this workshop are to:
- learn about computer resources available to the sociology teacher
- experience a range of computer applications for sociology classes such as graphics for lecture use
- be introduced to common user packages for classroom use such as "Socrate," "Chip 'N Dale," and "Presentation Graphics"
- learn about student computer projects

For more information write: Jeannie Ballantine, ASA Field Coordinator Dept. of Sociology & Anthropology Wright State University Dayton, OH 45435-0001 (513) 872-3145

School in Lexington, three sons, one daughter, and five grandchildren. Richard R. Clayton and Jeanne G. Hingston, Jr., University of Kentucky

Correction

In the obituary for Rudolf Hebert, which appeared in September 1991, the second sentence of the second paragraph should read: "He was graduated from the University of Bielefeld in 1929."

Classified Ads

Editing Specilizing in social sciences and humanities, front articles to mono-

graphs. Timely, dependable, and thoroughly editing at competitive rates. For-

merly managing editor/copy editor of Contemporary Sociology, previous editing

for other journals and scholarly present. References available. Martha Dines To-

ber, 511 E. 30th, 703 Ninth Street, Denver, CO 80205. (303) 296-5994.

The ADA Program in Medical Sociology at UCSF is accepting applications for 1992-93 (deadline 3/1/92). Specializa-

tion in aging and chronic illness, family health, AIDS/HIV, health policy, health professionals, occupations, and organi-

zations; women, health, and healing. Fellowships available: in aging, AIDS/ HIV, health services, other areas. Contact: Barbara Pachter, University of California, San Francisco, CA 94143-0612. (415) 476-3047.

---

Winter and Spring 1992 ASA Teaching Workshops

The American Sociological Association is pleased to announce the tentative schedule for the Winter and Spring 1992 Workshops.

February 28 - March 1, 1992 Orlando, Florida Teaching Techniques and Strategies: How to Revive the Classroom The goals of this workshop are to:
- evaluate what concepts should be taught where in the curriculum
- determine effective methods of presenting material and practice these
- discuss effective lecture techniques
- discuss and practice alternative teaching techniques
- work on specific ideas for participants' needs

April 9, 1992 First Wayne, Indiana Writing Across the Sociology Curriculum Participants will:
- discover their own writing processes
- design assignments: aims and purposes, sequencing, models, and heuristics
- work on student writing processes: drafting and revising strategies and instructor intervention
- learn how to respond to student writing
- develop criteria and rubrics for evaluation

Sponsored by both the ASA and the NCSA

April 26-27, 1992 Milwaukee, Wisconsin Outcomes Assessment for Undergraduate Sociology The goals of this workshop are to:
- learn about the nature of outcomes assessment
- examine how assessment programs impact colleges and universities and their teaching programs
- outline components of an outcomes assessment program
- study the potential impact of outcomes assessment in the classroom and on curricula

June 18-20, 1992 New Orleans, Louisiana Curriculum Evaluation and Revision in Sociology: Applications of the American Association of Colleges and ASA Reports The goals of this workshop are to:
- develop skills in curriculum design
- review ways to prepare for a curriculum review
- learn from the AAC report on the undergraduate major
- share examples of curricula and "rationalize" one's own major

---

For more information write: Lee Tanenwalt, ASA Field Coordinator Dept. of Sociology & Anthropology Wright State University Dayton, OH 45435-0001 (513) 872-3145

---

Winter and Spring 1992 ASA Teaching Workshops

The American Sociological Association is pleased to announce the tentative schedule for the Winter and Spring 1992 Workshops.

February 28 - March 1, 1992 Orlando, Florida Teaching Techniques and Strategies: How to Revive the Classroom The goals of this workshop are to:
- evaluate what concepts should be taught where in the curriculum
- determine effective methods of presenting material and practice these
- discuss effective lecture techniques
- discuss and practice alternative teaching techniques
- work on specific ideas for participants' needs

April 9, 1992 First Wayne, Indiana Writing Across the Sociology Curriculum Participants will:
- discover their own writing processes
- design assignments: aims and purposes, sequencing, models, and heuristics
- work on student writing processes: drafting and revising strategies and instructor intervention
- learn how to respond to student writing
- develop criteria and rubrics for evaluation

Sponsored by both the ASA and the NCSA

April 26-27, 1992 Milwaukee, Wisconsin Outcomes Assessment for Undergraduate Sociology The goals of this workshop are to:
- learn about the nature of outcomes assessment
- examine how assessment programs impact colleges and universities and their teaching programs
- outline components of an outcomes assessment program
- study the potential impact of outcomes assessment in the classroom and on curricula

June 18-20, 1992 New Orleans, Louisiana Curriculum Evaluation and Revision in Sociology: Applications of the American Association of Colleges and ASA Reports The goals of this workshop are to:
- develop skills in curriculum design
- review ways to prepare for a curriculum review
- learn from the AAC report on the undergraduate major
- share examples of curricula and "rationalize" one's own major

---

For more information write: Lee Tanenwalt, ASA Field Coordinator Dept. of Sociology & Anthropology Wright State University Dayton, OH 45435-0001 (513) 872-3145

---
Teaching Techniques and Strategies: How to Revive the Classroom

February 28-March 1, 1992
Orlando, Florida

The goals of this workshop are to:
+ evaluate what concepts should be taught where in curriculum
+ determine effective methods of presenting material and practice these
+ discuss effective lecture techniques
+ discuss and practice alternative teaching techniques
+ work on specific ideas for participants' needs

Staff: Hans O. Maulskas, University of Georgia; Edward Kain, Southwestern University; John Schaal, West Virginia University

For further information, contact: Jeanne Ballantine, ASA Field Coordinator, Department of Sociology and Anthropology, Wright State University, Dayton, OH 45435; (513) 875-2667

ASQ Bulletin Board

SUBMISSIONS SOLICITED FOR NEW TEACHING RESOURCES CENTER MATERIALS

- Sociology of Sexuality and Homosexuality (revision): Martin P. Levine, Florida Atlantic University, Boca Raton, FL 33431; and Paula Rust, Hamilton College, Clinton, NY 13323.
- Syllabi and Instructional Materials for Women and Occupations: Geoffrey Grant, South Dakota State University, Brookings, SD 57007.
- Catalogue of Computer Software for Sociology Courses: Judith Staff, LaSalle University, Philadelphia, PA 19141.
- Teaching Effective Writing in Sociology Courses: Keith Roberts, Department of Natural and Social Science, Foothills College, Bishay Green State University, Hamlin, NY 14478.

Advantage

ASA Teaching Services Program

The ASA Teaching Services Program is a multifaceted effort to support the professional work of high school and college teachers of sociology. The Program has three parts: (1) The Teaching Resources Center is a clearinghouse for written materials on teaching, including sets of syllabi and instructional materials for most courses. Write for a catalogue. (2) The Teaching Resource Group is a network of over 60 trained consultants available for workshops or departmental visits on teaching-related topics. (3) Teaching workshops are held each year to provide additional training to teachers. For information about the consultant program or workshops, contact: Jeanne Ballantine, Department of Sociology, Wright State University, Dayton, OH 45435; (513) 875-2667. The journal Teaching Sociology and the section on Undergraduate Education complement the Teaching Services Program. Sociology teachers helping one another—that's what the Teaching Services Program has fostered for over a decade.

Membership in ASA benefits you!

Footnotes

Published monthly except June and July. Distributed to all ASA members. Subscriptions: $10.00 single copy, $20.00.

Editors: Felicia L. Levine, Managing Editor; Carla Howery, Associate Editor; William Martinez, Jr., Marcio Villanueva; Tala Metz
Production: Karen Gay Edwards; Michelle Walsak
Secretarial: Beth B. Hnilo

Articles submissions are limited to 1,500 words and must have journalistic value (i.e., timeliness, significant impact, general interest) rather than be research-oriented or scholarly in nature. Manuscripts will be reviewed by the editorial board for possible publication. "Open Forum" contributions are limited to 800 words; "Commentary" 1,500 words; "Letters to the Editor" 600 words; "Departments" 300 words; and "Columns" 500 words. Accepted material will appear one issue after acceptance unless prior notice is given. Unsolicited material will be returned one month after acceptance if it is not accompanied by a self-addressed stamped envelope. Payment is made only for material published. The deadline for all material is the 20th of the month preceding publication. (April 1 for May issue).

Small communications on material subscriptions, address changes, and inquires to American Sociological Association, 1722 N Street NW, Washington, DC 20036; (202) 833-3410.

Future ASA Annual Meetings

1992—August 20-24
David L. Lawrence Convention Center
Pittsburgh, PA

1993—August 13-17
Fontainebleau Hilton
Miami Beach, FL

1994—August 3-9
Westin Bonaventure Hotel
Los Angeles Hilton
Los Angeles, CA