Spivack Program Sponsors Work-Family Linkages Briefing

By Paula Tshudy, ASA Special Spivack Assistant

More than two dozen Capitol Hill staff members and representatives from the labor, business and non-profit sectors heard discussion of how sociological data can illuminate the relationship between workplace policy and family trends during a briefing held by the American Sociological Association on Wednesday.

This ASA briefing provided the expertise of four sociologists who specialize in family and work issues. The lead presenter was Phyllis N. Burt, director of the Family and Life Course Institute at Cornell University. Moen was commissioned by ASA to write a briefing paper summarizing family and work research, which was distributed in advance to participants. Moen was joined by Judith Auerbach (Consortium of Social Science Associations), Cynthia Deitch (George Washington University), and Roberta Spalter-Roth (American University and the Institute for Women's Policy Research).

The four sociologists told the attendees that a mix of innovative policies in support of working parents are needed if the United States wishes to maintain a leader in the global economy. These policies include pay equity, more flexible leave time, increased job security after leave absence, at-home work arrangements and increased economic supports such as children's allowances.

"It's more acceptable to say 'my car broke down' than it is to say 'I have a child at home who is sick,'" said Moen. "In the past, women worked but not at the same period as when they were raising kids. Now, women are moving into the labor force at the same time they are raising their children. Policy is behind needs.

The invitational briefing was the first in a series of planned presentations by the ASA under its Sydney A. Spivack Program on Applied Research and Social Policy. The program links sociological work to current social issues and policies. During the briefing, Moen described a growing mismatch between prevailing institutional conditions and the spiraling numbers of working parents. While most families are comprised of two working parents or a single working mother, employment policies and practices are designed for an essentially male workforce, a workforce without primary child care responsibilities. "Employers do not see workers as the backbone of family responsibilities," said Moen.

For example, schools and doctors offices operate as if parents are available to accompany children to appointments and to care for them when they are sick.

Ironically, this attitude even affected attendance at the ASA family policy briefing. At least one invitee was unable to attend the session because they were still scrambling to find a caretaker for their children on an unexpected snow day.

The Congressional staff members questioned the panelists about the relevance of sociological data in assessing the cost and benefits of child care programs or aid for Families with Dependent Children (AFDC) benefits. Judy Auerbach explained that "sociological research can remind us of the importance of viewing any policy initiative in its appropriate historical and cultural context, and to assess its need or impact on more levels than just an economic one." She cited the importance of sociology in helping understand people's sense of well-being and safety and how that is linked to productivity.

Panelist Cynthia Deitch described the importance of sociology in understanding how policies affect groups of people differently. For example, if the Family and Medical Leave Act is passed into law, businesses with

Inside

Panel Releases Report on Future of NSF

"The history of science and its uses suggests that the NSF should have two goals in the afterlife of its resources. One is to support first-rate research at many points on the frontiers of knowledge, identified and defined by the best researchers. The second goal is a balanced allocation of resources in strategic research areas in response to scientific opportunities to meet national goals." This is the main conclusion of A Foundation for The 21st Century: A Innovative Framework for The National Science Foundation, a conceret 11-page report of the 15 member Commission on the Future of the NSF, that was made public at the November 20 meeting of the National Science Board (NSB).

Two-Pronged Approach

In advocating this two-pronged approach for NSF's support of research and education, the Commission was cognizant of the recent calls for research more relevant to society's needs made by such key actors in national science policy as Sen. Barbara Mikulski (D-MD), chair of the subcommittee that appropriates NSF's funds, and Rep. George Brown (D-OH), chairman of the House Science, Space and Technology Committee. "In accepting society's support, the scientific community usually assumes an obligation to be both responsive to national needs voiced by society as well as the intellectual programs solely initiated by the scientist or engineer," the report noted.

Co-chairs by Robert Galvin, Chairman of the Executive Committee of Motorola, and William Dambom, Chancellor of

March 15 Deadline

1993 Congressional Fellowship

The ASA encourages applications for the 1993 Congressional Fellowship. The Fellowship is funded by the American Sociological Foundation and is a part of the Spivack Program in Applied Social Research and Social Policy. Dr. Catherine White Berdebe, St. Bonaventure College, is the current Congressional Fellow.

The Congressional Fellowship opportunity brings a PhD-level sociologist to Washington, DC to work as a staff member for a member of Congress or for a Congressional agency (e.g., the Office of Technology Assessment or the General Accounting Office). The Fellowship allows the sociologist to bring the knowledge of our discipline to bear on important issues and to become more aware of the policy-making process. The fellow will join with other associates in Congressional Fellowships to offer orientation, meetings, and support for the person selected. The person will work closely with the ASA's Spivack Program on Applied Social Research and Social Policy, with possibilities for Congressional staff or press briefings, public speaking, writing issue papers, and other opportunities.

Each applicant should have a general idea about the areas of interest, some experience in the field, good writing skills, and a commitment to the policy process. The stipend for the Fellowship is $8,000.

Send a statement of interest and a vita to: Terri L. Levine, Executive Officer, 772 N Street NW, Washington, DC 20004. Materials must be postmarked by March 15, 1993.

Published By The American Sociological Association
The Open Window

at the Children’s Defense Fund, recently said, ‘We’ve been neglecting children for so long we now have kids in crisis at all ages.’

Sociology has something to say about children, their networks, and the social institutions (from the family through the courts) that affect their everyday lives and the short- and long-term growth of these individuals and the nation. Research, for example, on adolescent pregnancy, delinquency, or substance abuse is of vital importance to current policy and planning as is research on the high infant mortality of black children or the nexus between child support, the welfare system, and the growing number of youths living in poverty today. While in sociology and the other social sciences we face unanswered questions and more work needs to be done, we also have information and empirical understandings that can contribute to contemporary policy debates and formulations.

In recent years, within our discipline sociological interest in children has increasingly become the focus instead of the subject of inquiry. Along with a heightened focus on such issues as gender roles, work, the changing structure of the family, education, and childcare has come a refreshing new attention to children and youth. The establishment in 1992 of a specialized ASA section on children is a visible indicator of the growing importance of this subject in its own right within sociology. The stakes of change, our country faces a major challenge in how it will provide for and influence the lives of our next generation. Children and their families are squarely on the public agenda of our nation. This month’s issue of about the importance of children on ASA’s first Congressional briefing on work and families (see page 1) held by our Spivack Program in Applied Social Research and Policy Studies. While this workshop focused on the fit between the workplace and families as well as on women in the workforce, the focus of the discussion, consequently, not unexpectedly, gravitated toward children. Congressional staff wereYNAMACOmatical talk to us about the return on investments (as broadly construed) from various social programs and what insights we have about what works and does not work.

Internal to our discipline, the silence of children was evident in the December meeting of the 1994 Program Committee chaired by President-elect Bill Garrison. Indeed, there was considerable discussion about the importance of children to the theme, ‘The Challenge of Democratic Participation.’ Several members of the committee brought a strong interest in children to the table, with one member serving as the Executive Director of a social action program for adolescents. The group was keenly aware that children’s social, economic, and political circumstances pose special challenges to the goal of democratic participation. This issue is likely to be a major focal point at the meeting. As important, the discussion revealed a general awareness of the importance of turning sociological imagination to the study of children and the factors that may affect whether and in what ways they are marginalized at critical junctures of decision making.

Of course, we need resources for research, training, and education in order to address fully such topics. In the December issue of Footnotes, I addressed through ‘The Open Window’ one of the many challenges involved in studying children, that is, how to undertake such research mindful of the need for the full participation of children as research subjects. Yet, while we face challenges to doing this well, as big a challenge may lie in dogmatically ignoring this work and in formulators writing what we know. During this time when we as sociologists are "breaking through" with friends and families of different shapes and generations, I am grateful to see children are an increasingly salient concern.

Best wishes for a peaceful and productive new year—Felicitas J. Leinwand

Update on San Diego State Defense Fund

As of December 10, 1992, the San Diego State University Defense Fund totaled $59,998, stemming from contributions from 278 individuals and diminishing the way it continues to come in from individuals and institutions across the country and across sectors of the profession including two and four year colleges, universities, and practice settings. These resources are vital to help defray the costs involved in the Department of Sociology’s continuing effort to protect the tenure system and advocate for fair policies dealing with the financial constraints faced by their university. If you would like to make a contribution, please send your contribution to ASA, c/o the SDSU, 1722 N Street NW, Washington, DC 20036.

Spivack, from page 1

more than 50 employees will be mandated to grant workers an additional day leave a year to care for newborn or newly-adopted children and seriously ill family members. They also want to guarantee that the workers the same or equivalent job will be available upon their return. Spivack noted that stop gap measures are not enough to afford to take the unpaid leave even if it is offered. Also, the law would do nothing for employed parents who are disproportionately large number of women and people of color.

Robert Spivack described the need for new policies that endow working mothers with an equal and legitimate right to jobs with wages and benefits sufficient to support themselves and their families. Research findings indicate public policy that encourages marriage through financial incentives or tax credits creates welfare. We then have one of the children that are as living a single mother,” said Spivack-Roth. Almost half of the two hour briefing was devoted to the discussion of sociology and research on the impact of the legislative and policy agendas of the attendees. Questions were posed about available data or relevant sociological experts on the issues on which they are working. The ASA augmented the responses of the leading experts in their respective reference list and listed with a list of sociologists who specialize in work and family issues. Congress members expressed concern about their need for evaluation studies assessing the long-term impact of child care programs or community-based programs such as Head Start. Lucy Gerhan from the Joint Economic Committee specifically asked for empirical evidence about the ability of individuals to support employees to earn and maintain "a reasonable standard of living." She also inquired about how sociology can help policy-makers evaluate the long-term impact of AFDC benefits or lack of benefits on women and children.

The congressional briefing was a successful kickoff to the Spivack Program. Staff member Mike Stephens of the House Appropriations Committee expressed the need for more of these efforts to link sociology and other social and research more generally to actual policy.

Upcoming topics for papers and events under the ASA’s Spivack Program include the social dimensions of HIV, the challenges of immigration, and reducing societal violence. For further information, contact Carla B. Howery at ASA.

NAS Panel Looks at Understanding and Preventing Violence

In cities, suburban areas, and even small towns, Americans are fearful and concerned that violence has permeated the fabric and degraded the quality of their lives. So begins the National Research Council’s (NRC) report Understanding and Preventing Violence. Produced by a panel of the NRC’s committee on Law and Justice with support from the National Institute of Justice, National Science Foundation, and the Centers for Disease Control, the report reviews what is known about violence in America, what research is needed to understand the causes of violent behavior, and what interventions may contribute to the control of violence.

Chairman Albert J. Reiss Jr., member of the Sociology Department at Yale University, the 19 member committee included criminologists, sociologists, psychologists, psychiatrists, biologists, and law professors.

Multi-Strategy Approach

The report recommends a multi-strategy approach to interventions to prevent violence, broad mandates that encompass panic and applied research, maximum feasible independence from political forces in setting the research agenda, and a commitment to diversity and collaboration among the social, behavioral and biological sciences, evaluation research, and policy analysis.

The panel called for increased support for research on violence research which it found was supported "well below that accorded research on other threats to life." Specifically the research recommendations include:

1. Developmental and psychosocial studies to examine the factors leading to an individual’s potential for violent behavior.

2. Longitudinal studies of children from different socioeconomic and demographic communities focusing on why some children exhibit patterns of aggressive behavior at early ages, and why only a small proportion of these children commit violent crimes as adults.

3. Research on the circumstances of violence, the effectiveness of police and the role of firearms and drugs in violent events.

4. Modification and expansion of computer databases to provide more detailed information about violent events.

5. Studies examining physiological processes that underlie violent acts, including the search for new pharmaceuticals that reduce violent behavior.

Copies of the report are available from the National Academy Press 202-334-3333 or 1-800-624-6424.

Students Get the "MOST" Out of Summer at Michigan

by Silvia Pedram, University of Michigan

Last summer 15 minority sociology graduate students from across the country came to the University of Michigan in Ann Arbor to participate in MOST--The American Sociological Association's Minority Opportunity Summer Training Program. The 15 students were chosen from over 100 applicants by myself, MOST's Director at Michigan, Silvia Pedram, Associate Professor; and MOST's Assistant Director, Professor, with the assistance of Howard Taylor, Professor at Princeton and Chair of the ASA's MOST committee.

All of us who worked with them closely testified that as a group they were unusually self-effacing, hardworking, and eager to make their own way meaningful.

Financially, MOST received the support of the American Sociological Association, which provided the students' tuition, living and travel expenses, and a generous stipend. The University of Michigan covered the rest. Chair Dean Edie Goldenberg, College of Literature, Science and Arts, Vice-President for Student Life, Marvin Parsons, Assistant to the Vice-President for Research, and Mary Zal, Chair, Sociology Department, provided the funds necessary to pay for the salaries of the faculty who participated in the program, the van that we used to transport the students from the airport to various outings to Detroit, the MOST T-Shirts, some of the entertainment, and the like. Dean James Jackson, Associate Dean for Minority Graduate Students, also provided us with two Sociology graduate students to serve as Teaching Assistants for our program. I chose Diane Yorra and Roderick Linzie, whose daily efforts were absolutely essential to the success of MOST. They not only served as TA's for the core course, but they also drove the van each day to and from Detroit, helped to organize the professional issues seminar, held the students' hands when they were writing papers, and helped to quell their complacency! In addition to Diane and Linzie's incessant help, we had the good fortune that the Sociology Department had the generosity of Sabra Wheeler, a very young and competent secretary, to serve as our MOST administrative assistant. Sabra took care of the dormitory and meal arrangements, typed the numerous memos I wrote, helped me to design our handbook, and did what I tell her to do. In that respect she taught me that we took advantage of the "O in MOST to insert the Michigan seal and that she also say American Sociological Association). Diane, Linzie, and Sabriana regularly went the extra mile and gave MOST everything that they had to give.

In designing the actual shape that our MOST program was to take, I drew from two sources: my own experience with the Summer Research Opportunity Program (SROP) at the University of Michigan program that has been in place for several years at the schools that are part of the Committee for Institutional Collaboration (CIC) that is comprised of the Big Ten Schools, the University of Pennsylvania, and The University of Chicago. Over three years of participating in the SROP program at Michigan, I knew which features of that program were worth copying and emulating and which should be discarded. I also looked for ideas that had accumulated in previous MOST programs. At the time when Duane Alwin and I were writing our original proposal for MOST, with Matthew Snipp, Associate Professor and Director of the MOST at the University of Washington, I had a first-hand experience of experience, our MOST program at Michigan took the following shape:

Most of the core and seminar content of the MOST program was the Sociology 310--Research Methods course. With the goal of teaching the students methodology (in the plural) it consisted of three intensive short courses, each of which ran for two weeks, from 10 A.M. to 12 noon, Monday through Friday. For the Research Methods course the students received 2 credit hours, which they will transfer back to their home institutions when they transfer them to their home schools. Michigan students and to have access to the libraries, sports facilities, and the like. Every morning the students were in class, in the afternoon and evening they had homework to prepare for the next day. They worked very hard! The first two-week session was taught by Bill Frey, Research Scientist at the Population Studies Center, assisted by Diane Yorra, and focused on demographic methods of analysis. The second two-week session was taught by Mark Chester, the Arthur F. Thurnau Professor, assisted by Roderick Linzie, and focused on qualitative, participant observation methods of research. The third two-week session was taught by John Wallace, Jr., Research Investigator at the Institute for Survey Research, assisted by both Diane and Linzie, and focused on survey research methods. The second segment of the class had its own syllabus with required readings that gave the students the conceptual foundations for the particular style of research each segment had to teach. The first day of each segment had an overview of the course (exam, paper, presentation) at the end.

During the first two weeks on demographic methods, the students studied fertility, mortality, and immigration trends, stressing racial and ethnic differences. Bill Frey and Diane Yorra showed them the importance of the trends by relating them to education, employment opportunities, earnings, and, ultimately, social policy. Using the "Chippendale" computer software program, the instructors taught the students to collect, analyze, and present the data in tables and graphs. The final segment was taught by Bob Regier and focused on the statistical methods used in research. The students worked in groups of three in a room where each of them had access to a personal computer. One group, for example, worked on physical characteristics and identified these in their own way. Another group looked at the changing occupational structure and employment over these many decades; yet another worked on producing maps to show the changing nature of employment. Each group of students produced a set of graphs, wrote a short paper, and gave an oral presentation of their results to the rest of the methods, it was quite satisfactory to realize that the students found this quite rigorous. Chester's segment of the course was quite demanding and he asked the students to focus their attention on issues not only of methods but also of epistemology, such as positivism, constructivism in research, and the like. For the final evaluation students wrote a short paper where they focused on the changes necessary to make the University more responsive to the interests and needs of the academic community and a more equitable institution.

For the final two-week session on survey research techniques, the MOST students conducted an actual survey of 15 Michigan students. Taught by John Wallace with the assistance of both Diane and Linzie and a guest lecturer by Duane Alwin, this segment of the course gave the students an idea of the kind of questionnaires to construct, interview, coding, and data analysis. The actual survey focused on issues of racial and ethnic diversity on campus and the students' attitudes regarding these, such as the extent to which they felt the curriculum at our University reflected various ethnic groups, whether they ever felt unfairly treated by faculty members, and whether they felt that the University was indeed committed to racial and ethnic diversity. The end product for each student was a small paper with a class presentation of the students' findings concerning their original hypotheses that the responses would vary by the race of the student, gender, and social class respondents. Many of the students stayed up nearly all night writing their papers. I read the students' papers that John Wallace had carefully reviewed on the margin. I recall that one of the students' papers concluded by saying that "It's 6 o'clock in the morning and I am not sure what my conclusion is," to which John Wallace replied, "It's 6 o'clock in the morning and you haven't written a paper." 

Alongside this core course, we also ran a professional issues seminar that met once a week, where in turn we introduced them to the "how to's" of the profession. The first seminar was given by Mark Chester of the Graduate Library, and there explained to the students how to manipulate the enormous library at Michigan that is done in a very serious way. The second seminar was led by Gaye Nelsen, Associate Chair of our Department, who introduced the students to Michigan Sociology--the three wings of Demography, Social Organization, and Social Psychology--while illustrating what is distinctive about Michigan Sociology. The third seminar was led by Dean James Jackson, Professor of Psychology, and Associate Dean of the Graduate School, who underscored the importance of intellectual creativity that minority faculty and researchers need to make to the social sciences--the intellectual difference that they can make.

The fourth seminar was led by AI Hermolin, Professor, and Chair of our Graduate Admissions Committee, who stressed the importance of putting together a good application to graduate school, of writing a good essay that shows some exposition regarding one's chosen field of study of asking the right person for recommendations, of finding a mentor that is an upward trend in the grade point, and so on. We admonished the students that if they chose to pursue a PhD, they were still in time to improve themselves, for example by taking a refreshment course in algebra prior to taking the GRE tests, by working on their writing skills, and by lifting their grade point average as the result of doing exceedingly well in their courses the following semester.

The fifth seminar was led by the Sociology Graduate Students of Chico, SOCR, accompanied by pizza and beer. Our SOC students answered all the questions the MOST students posed regarding how to survive graduate school, the academy, Michigan, and even getting married and having children while in graduate school. The last seminar was that which I myself led on how to survive the faculty experience of a woman and a minority and how to come out of it all with a clean heart.

In my seminar I essentially took the advice of Tanya Kastner developed in her Men and Women

See MOST page 4
Figuring Out the Assessment Landscape

by Mike Olton, San Jose State University

My experience of the "Outcomes Assessment for Undergraduate Sociology Conference," sponsored by the American Sociological Association, should not be construed as an objective report nor even the view of most participants. However, my report will capture the main events. I went to the conference with a clear understanding of program assessment. Unfortunately, my initial understanding was narrow, short-sighted, and essentially wrong. I assumed that assessment is basically program evaluation for administrative purposes, or, more broadly, making yourself look good during an era of decline. It is not, I have come to believe, the inevitable and pass up an opportunity to make an intellectual contribution and a practical case for our own existence.

For many institutions and individuals, assessment and evaluation based upon teaching students would be a radical cultural shift. Traditional academic prestige comes from research and writing. There are dangers in the student-centered outcome consciousness. Those outside academia sometimes talk of "productivity," but this is a high school education was a long time ago, fastening students' minds for business. If there is no other reason for active participation, it's nice to make the rules if we have to play the game. Despite potential abuses, there is something to be said about being more aware of what we intend to teach and what students are actually learning.

What is Assessment and What Can it Be?

What is education? What is the good life? Defining assessment is just as difficult. I will begin with some preliminaries of broader and traditional definitions, then come up with a few conceptualizations of what might be educational outcomes. The word "assessment" literally meant to sit down beside of; then the meaning changed to sit beside the judge and assist him in making judgments. Assessment can mean an evaluative judgment, or it can mean observing in order to assist learning. Basically assessment means discovering what has happened to students because of an educational program. Perhaps some jargon from general systems theory of organizations might clarify the idea. There is input, then process, and output. Assessment is what happens, the system actually does, to change the raw material. The focus is upon what happens to students because of their educational experience. Do they have more knowledge, information, and skills? It you and will they perform differently, see their values change, have they achieved the stated educational goals, etc.? For example, a department is expected to build more global awareness. Are they doing it? If so, how, and not, why?

Assessment then focuses upon what actually happens to students—not the intellectual integrity of the plan, the qualification of instructors or the number of majors, etc.

Put another way, assessment is systemic information gathering and analysis about whether or not the department selected for this problem will have their whether we have arrived, we need to know where we were going. The first, and books (up to $90.00) covered by the foundation grant. The second, and only a strip of quotation for approximately $1,000.00. The first issue site follows:

- The University of Michigan-Ann Arbor will host MOST in the summer of 1993. Minority students will be selected to join the program directed by Professor Silvia Pedrotti. At Michigan, the students will take a six-week research methods course that will expose them to three different styles of research: social work, education, and social work. At the end of the course, the students will present their research projects to their peers, as well as to the broader academic community.

Teaching How Sociologists Are Grappling with Outcome Assessment

The push towards assessment is a nation-wide trend and not just a bureaucratic request to justify administrative salaries, nor is it some Davy Crockett's "never surrender" spirit that has become a legal mandate. Although some of us wishfully hoped that "this too shall pass," the effort and most of the participants are totally convinced that assessment is here to stay. Even major research universities are not able to resist the implied standard of serving the student community.

If defense is one very good reason for taking hold of the assessment process. These are not good times for higher education, and as finances diminish, legislatures are under great pressure to justify public expenditures. Accountability is the buzz word of the '90s, and assessment is one means of appearing accountable. From a defensive perspective, we may be required to play the assessment game, but by taking hold of the process, we can create the rules.

However, there are positive reasons for undertaking assessment. Some kind of assessment occurs every moment and at every step in the educational process. Research on teaching often reveals that the truly outstanding professors are anxiety-sensitive to the audience, and, conversely, less effective teachers are those who are insensitive to what the students are learning. On-going assessment is an integral part of education, and if carefully handled, this can aid the learning process. For many of us assessment is vague and unconscious except for test grades or the one-shot, alter the fact, formal class evaluation.

The discipline of sociology could make a substantial contribution to assessment. We need to be more aware of what we mean by education and the purpose of education. Sociologists are in a position to make an intellectual contribution and a practical case for our own existence.

Of the sociologists who participated in the "Outcomes Assessment for Undergraduate Sociology Conference," it was clear that they were not able to assess the outcomes of their teaching. It was also clear that they were not able to assess the outcomes of their teaching.

Another component of MOST was the number of social activities we planned together with the students. Together we visited the Detroit Institute of Arts to see Diego Rivera's murals of the Ford auto plant, with dinner later at a Mexican restaurant downtown in the barrio. We also visited the recently opened American History Museum in Detroit, with its excellent display of authentic historical materials. We also welcomed the students with a potluck July 4th party in my backyard, where Chinese lanterns hung from the pine trees, pineapples stuffed everyone, the students in their MOST T-shirts. We bid the students farewell with a party graciously hosted by Mark Cheshet in his home.

The last component of MOST, the faculty members, was the icing on the cake. Each student was paired with a faculty member, at times also with an advanced graduate student, to work with the student's research on their experiences. The faculty mentor was Diane Ables, Mark Cheshet, Bill Hry, John Wallace, Declan, Miguel Gutierrez, Michael Kears, Mark Martinez, Mel Oros, Jeff Page, Maria Zaid, Hudson Schuman, Charlotte Stee, Mada Krysan, and myself. For example, Nik Dickerson worked with Richard Hudson, Professor, Charlotte Stee, Director of the Detroit Area Study, and Mada Krysan, graduate, on a project that looked at changing trends in attitudes towards affirmative action. Danzky was working with Mark Martinez, Professor, on the changing relationship between business and labor after World War II in the U.S., particularly the capital-labor conflict during the early Cold War period. Randy Broussard worked with Andrea Press, a sociologist whose appointment is in the Department of Communications, on coding the responses to interviews of American families in Japan and in the U.S., the relocated families of managers, with the purpose of finding a way to make the relocation of families easier. Camilla Sivaror worked with Miguel Gutierrez, Assistant Professor, on developing a questionnaire for a survey of women entrepreneurs, a pilot study to be carried out in Ann Arbor. Arlene James worked with Steve Kellaway, Center for Research on Social Organization, on calculating the size of the Soviet Union's former sub-agency of the Cuban economy, an assessment of some urgency during the present period of economic crisis in Cuba. Keesink worked with Mayer Zald, Professor and Chair of our Department, on the new prison policy of turning lats into term public organizations to private, profit-making corporations. Julia Nieves worked with me on a project that drew from both background material and personal experiences in Puerto Rican and Cuban—on the changing relationship between Puerto Rico and Cuba at the turn of the century, given the contrasting outcomes of their independence movements and the differential impact of Spanish immigration to the two islands. The results played a part in the initial success of the Cuban revolution. The project was also seen in today's Marxist literature. Some of these projects were successful enough that they will continue into the future. The success of the partnerships was based upon one of the most students I work with one day on the street. When I asked her what her major was, she replied that not only had she learned a great deal from it, but that she had also been a role model for the project. Later on, her faculty mentor confirmed this.

The success of MOST can only be measured in the long run: How many of the students will apply to graduate school, not only now but in the years to come; how many of them will complete the PhD; how many of them will ever achieve success as sociologists, in and out of the academy. But in the meantime we have a short-term measure of our success. At the MOST farewell party, graciously hosted by Mark Cheshet, the students wrote thank you cards they had made themselves for each of our instructors. Outside, the cards read "Thank You" in colored letters (one card said "Grants"). Inside, each student had written a short message of the three things in my card, I will lift only two:

"Thank you for everything you've done for us. This program was excellent and a great experience. I would like to thank you for your encouragement and support."—Arturo Jaime

"Thank you so much for inspiring me to reach a little higher than my dreams and my future realities."—Darnell Castor

The MOST program undergraduate seeks to enhance the recruitment, retention, and career aspirations of minorities in the discipline as well as support the development of successful predoctoral programs. This summer program is designed for students who hold at least junior status. Sociology majors are preferred, but others will be considered. Students selected for this program will have their transportation expenses to and from the site, room and board, tuition fees, and books as well as their foundation grant. Also, there is a stipend of approximately $1,000 for the summer. The MOST program site follows:

- The University of Michigan-Ann Arbor will host MOST in the summer of 1993. Minority students will be selected to join the program directed by Professor Silvia Pedrotti. At Michigan, the students will take a six-week research methods course that will expose them to three different styles of research: social work, education, and social work. At the end of the course, the students will present their research projects to their peers, as well as to the broader academic community. In addition, each student will be paired up with one faculty member to gain practical hands-on research experience while working on that faculty member's project. Field trips to Detroit are also a part of the MOST experience.

- The University of California-Berkeley will host MOST in the summer of 1993. Fifteen minority students will be selected to join the program directed by Professors Michael Harlow and Russell Thornton. The program at Berkeley will be approximately six to eight weeks and will consist of a research practicum and a methods course. The practicum consists of the participation will be in a faculty member's ongoing research projects. Students will be asked to participate in an assignment, usually in combination with a graduate student. In addition, the students will have the opportunity to discuss career paths and the relationship between choice of specialization and individual biography. Backgrounds are also a part of the MOST experience.
Teaching, from page 4
be a reluctant compliance to mandates and external judgments. It can be a clarification of common perspectives on De-

ing the and the basis of self-improvement. In

tachment, program, and institution will have its specific
aims, several issues were suggested. Stu-
dents should acquire quantitative and quali-
tative research skills, knowledge of social the-
ory, and the ability to perform research pro-
jects as well as commitments to justice, tol-
erance, and objective understanding. Oth-
eres mentioned Bloom's famous taxonomy of
desired educational outcomes—knowledge,
comprehension, application, analysis, syn-
thesis, and evaluation. We also participated in
an enlightening student exercise of apply-
ing C.W. Mills' "sociological imagination" to
the situation of homelessness, beginning
with the concrete, personal experience and
moving into the socio-historical context.
The point is that we do have expectations
and hope for our students. We believe in the
sociological discipline and perspective, and
assessment can be a means of assessing our
own home number, the same, and the
means of course (exams, project evalua-
tion, classes visits, course passes, and
inquiries, guest lectures), we already observe our
impact upon the students. The conference
was enlightening because it made clear that
whether or not we reach assessment is man-
datory or voluntary, it can be a benefital
process.

Editor's note: This workshop will be
offered in February 1990 in Tempe, AZ. For
information contact: Jeanne Ballantine,
Department of Sociology, Wright State
University, Dayton, OH 45435.

A Tale of Assessment

by Ardith Simson, Kean College of New Jersey

Kean College of New Jersey began its
assessment initiative more than six years
ago. At the time there was a tentative plan
for the state to create a test to be given at the
end of the sophomore year that would serve as
a gateway to the junior year. We felt that
such a test would be a useful tool for evalua-
tion that could be of use to the departments and
gave in fact the potential to be used in
directly political decisions. However, we did find
in general extremely motivated to show that we
could, working within academic depart-
ments, use data to track meaningful reduc-
tions that would help us modify and revise our
programs. This very broad goal of pro-
gress improvement was broadened even
more to include faculty development and
eventually student growth and develop-
ment.

I have served as Co-Assessment Liaison
(with S. Yellin) since the beginning of the ini-
tiative. The Administration provided each
department with six hours of release time
time per year for this assignment.

Each department was empowered to set
disciplinary goals and objectives; to design
its own measurement instruments and to
interpret its own data. These are the crucial
reasons assessment has worked at Kean. The
provision of resources to be the ones to col-
tect and interpret our own data measured
department that "political interpretation" was
not the hurdle here. Despite some resistance
we moved ahead.

Goal setting within our department was
quite complex. We had to take into account
not only the diversity of perspectives within
the department but also those goals consid-
ered appropriate by the state and college
administration. As a small department with
degradation in the number of enrollments when
assessment began (a trend that seems to have reversed),
we felt we should be prepared to be col-
criticized as seemed to be our inclination. As a
methodologist, I was initially resistant to the
notion of "measuring" concepts, but no one
was able to operationalize, "critical think-
ing" being one of my favorites. We finally
took an inclusive view of goal setting, and
set forth the following eight goals:

(1) Understanding of the major theoreti-
cal perspectives in sociology.
(2) Development of critical thinking
skills and Knowledge of and ability to use
sociological concepts;
(3) Awareness of socio-cultural diversity
and values and attitudes toward other
peoples.

(4) Ability to analyze social issues within
sociological frameworks;
(5) Acquisition of statistical tools to
interpret and use quantitative data;
(6) Development of an awareness of the
need to distinguish between those differ-
tences that occur by chance and those
that are meaningful;
(7) Acquisition of methodological tools,
i.e., an awareness of the importance of
data quality, the ability to ask meaningful
questions, and the ability to find relevant
data.

We developed a series of measuring
instruments. We almost always adminis-
terested in order to establish a base-
line. We were most concerned with the
amount of progress such student had made. We
already had the grade as a measure of the
student's absolute performance; this
department would tell us how the stu-
dents as a whole had come in to reach
these grades. For example, sociology majors
could do this with very high grade point
scores and therefore accomplishment can some-
times be measured in terms of grade
reductions rather than scores on a standard-
ized national test. Our research instruments included an
Inventory of Sociological Concepts that we
felt each student should be able to define;
Thesy Assessment, which required the
ability to recognize and use selected pers-
pectives; a statistical reasoning test and an
exit interviews with our graduating seniors
during which we asked them to tell us their
view of the department's strengths and
weaknesses. In addition, we developed our
Student Database. The content included:

(1) Information on how and why the stu-
dent came to attend Kean College. This
information is used to track meaningful reduc-
tions and/or reasons for being in college.

(2) Performance information such as
SocioQ, GPA, and OPA QP.

(3) We also included some personal
information (long and short term career
goals as well as interests and hobbies).

(4) The ranking the student gave to each
of our curriculum concentrations.

(5) Their current interest in a number of
fields associated with sociology.

Advantages for the Students

(1) By having a record of the interests,
goals, and performance of each student,
we will be able to contact any appropriate stu-
dent when job or volunteer opportunities
are presented to the department.

(2) When we are asked to write letters of
recommendation (often 8-10 letters each year,
having had the student in class) the basic infor-
mation in the database will provide a
"memory jogger.

(3) The department can provide a "real-
life" body of data to be used by advanced
students doing an Independent Study.

Advantages for the Program

(1) We consistently track student interest
and satisfaction with our core content-
area.

(2) We are able to see and build on the
similarities and differences between the stu-
dents with only Sociology as a major and
students with a dual major, particularly the
Sociology/International Studies Majors.

(3) We are able to carry out a series of
studies so we can better know our majors.

At Kean, assessment has been a mostly
positive experience. The faculty has never
felt it was being "done to us," rather that we
are doing something to make sure that
would not happen, each department
remained in total control of data collection,
analysis, and reporting.

Unlike other schools where an administration-appointed
commitee assessed activities that may or may not have been within its area of expec-
tation, at Kean we in Sociology were the
"experts" brought in to assess the Sociology program. Since the release time allocation
did not go to the department, it was the depart-
ment, not the administration, making the deci-
sion as to how it should be used.

At present are no funds being used to
support the assessment effort. It was
announced in July that lack of state funding had forced the administration to suspend
funding for one year. Whether or not this
temporary suspension becomes permanent
seems to depend upon the New Jersey State
Legislature. It is difficult to predict what will happen to all the assessment projects. Most of
us who served as liaisons feel that we were
two years away from having useful pred-
tests and processes built into the regular
activities of each department. The with-
drawing of release time has sent a message
that assessment no longer has priority.

For additional information contact:

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Assessment From the Beginning: A Case Study

by James B. Raymonds and Ronald A. Stevens,
Winona State University

In recent years, the Sociology/Social Work Depart-
ment at Winona State University has
gradually undertaken a series of steps to
evaluating its impact within the BA Sociology
major. This effort has taken an outcomes
assessment approach and has been a pred-
cursor of numerous developments on our local
Campus and at the Minnesota State Univer-
sity system level. Our interest in assessment
has also been influenced by national trends
and our approach has been facilitated by initia-
tives undertaken by the ASA. What follows is
a brief account of what has been attempted
to date in the hope that it may prove useful to others with similar con-
cerns. We are clear that such efforts will be
most successful when they are carried out at
the departmental level and can take place in
collaboration with institutional support.

Winona State University and the Depart-
ment of Sociology/Social Work joined the
assessment movement relatively late com-
pared with such pioneers as Alverno Col-
lege and Northeast Minneapolis State
University, where the time (Moyers and Knoll, 1990) indicated that about 46 percent of
the sociology departments surveyed were
either engaged in or planning to
engage in assessment, we too were encour-
aged to focus more attention on student learning outcomes. The impetus came mainly from two sources.
The first source was the Minnesota State
University Board. Although there was no state mandate requiring assessment, the
University Board was concerned about quality at a time when funding was
not keeping pace with increasing enrollments and student expectations (the "Q-7" for quality and "Q-7"
for the seven state universities) and planning process. A blue ribbon commit-
tee was established which eventually pro-
duced several recommendations, including seven indicators of quality which were
intended to govern quality improvement on
each of the campuses. These quality indica-
tors were adequate preparation for college,
critical thinking and problem solving, glo-
bal vision, multicultural awareness, scien-
tific and quantitative literacy, readiness for
work and career, and social and ethical aware-
ness. Each institution was expected to
develop and implement an assessment pro-
cess to monitor its progress. Initial funding toegin{thebibliography}{10}


(3) Minnesota State University Board. (1990). "Quality Indicators for the Seven State Universities." Report to the Minnesota State University Board.


For a detailed discussion of the assessment process at Winona State University, see J. B. Raymonds and R. A. Stevens (1990). Assessment From the Beginning: A Case Study. Winona State University.

Teaching, from page 6
Sociologists Participate in Focus Group Training

Focus groups have become a respected qualitative research tool in recent years. They are popularized during the late 1970s and early 1980s, but their initial conception and major expansion appeared in a 1946 article, "The Focused Interview." Published in the American Journal of Sociology by Robert K. Merton and Patricia L. Kendall. This early exploration was followed by The Focused Interview in 1966, written by Merton, Kendall, and Marjorie Pinder; a revised version of this classic volume was issued in 1980. Although focus groups emerged from sociological principles regarding data collection and group interaction, during the past few years they have been adopted in the corporate and public sectors in order to study values, attitudes, product preferences, political images and issues, and the impact of programs or services. Focus groups use standard principles of group dynamics and rely on orthodoxy approaches to research design to achieve legitimacy and utility. For these reasons the group interview, during which participants have also been utilized by sociologists conducting research with hard-to-reach groups or on sensitive issues, and by governmental (non-profit) agencies to conduct program evaluations and other types of research. The trained representatives for these focus groups, post-research client, image and public opinion research for non-profit and public service agencies, and academic research. Participants have convened three "mock focus groups" for which they had already developed the moderator's guide—and one on bus, one on the image of sociology, and one on relationships with aging parents. Those who were interested in hands-on experience moderated the mock groups for a short period.

Jared N. Mailer (Majestic University) shared his research data on successful versus unsuccessful small businesses with those who were interested in learning about establishing their own consulting firm. At least one pair of participants is planning to start their own consulting firm in the San Francisco area as a result of the workshop. A special highlight of the workshop was the "group reception." Receptions held the second evening, during which participants met and talked with experienced focus group researchers at Colosso (Annapolis, Maryland). Group reception was a generous sponsor of courses taken in the major for women, minority, and their overall GPA at time of graduation.

With modest financial support from the university, an alumni survey has also been conducted with the help of three seminar participants. The preliminary information regarding the extent to which our graduates perceive themselves as having acquired the knowledge, skills and values set forth in the curriculum, and university goals. Combined with the transcript analysis and the integrative literature review, we will use our data to assess the quality of our program. We are optimistic about the future of this effort. Bowen's "troubling of consciousness" method is not yet the only approach to examining the entire curriculum. Then far we have identified the need for the next topic in a series of workshops on using portfolio assessment. For one, assessment and feedback are important, but the principles of feedback are not. Students and teachers should be given clear and unambiguous feedback. The strategy is to promote the development of self-reflection skills, and to provide feedback that is specific, constructive, and aligned with the student's goals.

Emphasis


Jonathan Turner Newer Director of Sociological Perspectives

The new editor of Sociological Perspectives, the official journal of the Pacific Sociological Association, is Jonathan H. Turner, who takes over from John C. Rockwell. The Pacific Sociological Association, formerly known as the Pacific Sociological Review is one of the ten major journals in the major field. The new editor is received by all the members of the Pacific Sociological Association, a number of individual subscribers, and many research-oriented libraries. The journal is currently being published by JAT Press.

The new editor will continue the policy of publishing in the major field sociological journals published in America; 1993 will mark 56 years of research scholarship which has appeared in the journal. The journal is received by all the members of the African Sociological Association, many other individual subscribers, and many research-oriented libraries. The journal is currently being published by JAT Press.

Teaching from page 5

System and informed by the growing body of assessment literature. Our efforts have also been informed by the successful workshops of the American Sociological Association's "Strategies for National Assessment Workshop" held at the University of Tennessee-Knoxville, and the on-campus faculty development workshops funded by the Bush Foundation. Attendance at these conferences and workshops was made possible with administrative assistance.

Our department began by adopting the twelve goals developed by the ASA's Task Force on the University, and we then involved asking faculty members to voluntarily provide information indicating which of the ASA goals they believed they taught. By creating a matrix with each column representing one of the twelve goals and each row representing a different course, it has been possible to examine the curriculum in terms of the adopted program goals. Transcript analysis then revealed which courses were most frequently taken by majors and indicated which courses students were exposed to the program goals. Transcript analysis has also been used to obtain an academic profile of students' year, performance in selected general education courses, when they declared their major, sequence of courses taken in the major, major course, minor, and their overall GPA at time of graduation.

Because the overall perspective is well suited to assessment purposes and because goals, assessment strategy, and how goals will be achieved to evaluate the contribution of the curriculum to public policy and the public interest, we feel it is the most important aspect of any sociology department to be actively involved in the assessment process. At this very low, the process itself is valuable and serves to strengthen our own self-assessment of our own subject, and our subject's status within the larger academic community.

February 1993

6 January 1993 Notes
Revisiting History: Hughes And Leg

I suppose it is not customary to comment on obituaries, but two people whom I had known and was fond of for my entire career (since the early 1960s) and whom I were honored together with touching side-by- side essays in the August issue of Footnotes. I miss them very much. Helen Hughes and Al Lee both exerted powerful influences on me.

All first, when a graduate student, I encountered Rare Bit by Lew and Norman D. Humphrey (I believe that the co-author rather than Elizabeth Lee is Collier states) which remains one of the great mas- terpieces of sociological reporting. What- ever the author's conclusions, the sociological knowledge which resulted from scholars such as Helen Hughes and Elizabeth Lee speaking the premiere of their students was truly informative and inestimable. I do not concern either Evert or Hughes even in the firm belief that in a different time they too would have managed to achieve two equal careers in the same family. In fact, Al Lee lived long enough to make andes and much to his credit he did so even if it was sometimes at the cost of writing history.

For the record, I would like to explain how I recall some events, hardly exposing myself with the caveat that I am fully aware of the distortions introduced into personal recollections as the decades pass. I suspect that what I say may contain errors. But they are not deliberate and it is not difficult to document many of these things if anyone cares to take the pain.

I think that it is unlikely that one will find the same stories about another person as Elizabeth Lee on the program of any sociological meeting—as presenter, organizer, discussant, committee member, etc. She was in the mid-seventies, when both were mature women with adult children and retired hus- bands. When Arnold Rose joined with Al Lee to found the SSPB in 1955, he set about recruiting young members in the Midwest while Al took care of the East. I was one of those recruited by Arnold (it is interesting how Carolyn Rose, a contemporary of Helen and Elizabeth, was able to pursue her career without apparent interruption).

By the mid-sixties I had become Secre- tary-Treasurer of the American Sociologi- cal Association. I still retain the role of Elizabeth Lee at the meeting at a meeting or a program or even on a membership list dur- ing those years. That my tenure there was so stressful, and my President- ial Address. Of course, I recall Al Lee's awesome warnings on the state of the disci- pline and of the world, but I did not know anything about his family.

I remained active in SSPB, becoming President in 1964. That is to say, I have not remembered meeting Elizabeth Lee during those years. It seems to me that somewhere in the mid- seventies Al Lee and I were appointed to Elizabeth as they established themselves in a new dual career. That is when I first remember her warm greetings and kind comments at ASA and SSPB meetings.

That is when I first remember seeing Elizabeth. Lew. Not only did they begin working in tandem as mentors and organi- zers, but they really began to publish jointly (although there were a few early joint publications, such as their social problems text of 1949) and I suspect that part of A's making amends involved his locking the other way when younger sociol- ogists began referring to them as co-'founders' of the SSPB. After all Arnold Rose (who I remember as the co- founder of SSPB) was long gone and no harm was done.

Although I liked and respected Al Lee (most of the time) during all those decades and I loved and respected Helen Hughes, part of my motive in writing this cur- rent document is to set the record straight on my friend and mentor Arnold Rose. Another part is the hope that those wishing to research that documenta- tion will really set the record straight. Finally, I seriously intend on disrespect for Elizabeth Lee and Elizabeth Lee. No one will ever know the extent of their influ- ence on their more prominent husbands. The sad loss to us all is that neither of them had the direct influence on our disci- pline that they might have had if they had lived in a different time.

Irwin Deutscher, Professor Emeritus

A Department Under Threat?

I have read with interest the recent let- ters about the state of the discipline in the "Open Forum" section of Footnotes. Such exchanges make for a lively debate which is surely healthy for the field.

I was dismayed, however, to see the observations about Harvard made in Jack Nunn's letter on page 6 in the August, 1992 issue. Porter states that sociology is "threatened" at Harvard and that "Harvard is down to 25 sociologists."

Both statements are untrue.

Over the past three years, this depart- ment has added six new appointments. Its PhD graduates have taken positions in leading departments, both in the U.S. and abroad. Its faculty members hold outstanding- scholarly works and receive prominent honors. And on the subject of comparisons, I have recently heard this:

"This does not sound like a department under threat. Though there are financial pressures at Harvard as there are here else- where, our Dean has stated explicitly and publicly that he will not seek to deal with those pressures with wholesale program reductions, as was proposed (but not implemented, as far Eriksson points out) at U.C. Berkeley.

I hope that the discussion of the future of the discipline in "Open Forum" can focus on steps to be taken toward strengthening and developing sociology, rather than generating false rumors about individual departments.

Peter V. Marsden, Department of Sociology Chair, Harvard University

Sociology at Harvard:
Toward a Paradigm Shift?

In response to Peter Marsden's letter, I am only too familiar with the "diminishment of sociology" at Harvard University. I'd like to make the following constructive points:

1. Stand corrected on the figure of 25 sociology concentrators or "majors" at Harvard. I have checked and it is 68, but I will back down on my premise that sociology is in serious trouble, not only numerically but also from a sociological point of view. I am also diminishing as a distinctive field, and there are more than a few Harvard professors (all non- sociologists) with whom I have discussed the matter who agree with me, and who go even farther.

2. One professor put it this way: sociology came into being at the beginning of the 20th century, and it died by the same year. He was talking about a "paradigm shift." What distinguishes sociology from political science or anthropology is, in his mind, "paradigm shift." In fact, aside from its methodology, what is distinctive about sociol- ogy at all, asked me? Parsonian theory is dead, Marxist sociology is barren. Even Harvard students I talked to felt the field is "unsound," "too statist- ical," "too narrowly focused," and "not strong." Sixty-eight majors is only 1 per- cent of the entire Harvard undergraduate popu- lation. Boston College, for example, in contrast, has nearly 400 sociology majors!

I spent two years at Harvard in the early 1980s, and I never once wandered over to the sociology department. I did my research at the Ukrainian Research Institute. They want more, much more. You already know that "Social Studies" draws away many students from you, as does government.

Two recent articles in our own Boston College could have alerted you to the danger: Charles Radner's piece on "Hot New Fields" (Sunday, September 6, 1995, page 1) showed how some fields are watering away, for example, comparative commu- nist systems or the Soviet Union, while some are flourishing, like the biological sciences. A slackening interest in econo- mics among undergraduates has also been noted at numerous schools. Marshall Goldstein, professor of economics at Wellesley College and co-director of Har- vard's Russian Research Center, says there's a "significant drop in enrollments" in economic courses at Wellesley, from 777 in the 1989-90 academic year to 562 this year.

A few days later an article by Anita Diament, "Reinventing the Concept of the Dysfunctional Family," (Boston Globe, Monday, September 7, 1995, p. 41), criti- cized one of our most sacred terms: dys- functional, coined by Robert K. Merton. The label is overused and misused, Diament says, and she's just a journalist, not even a sociologist. The Radner article emphasized that students are concerned with group values, with the attempt to recover community, not with alienation, exit, or being cut off. Professor Mardinit, what is Harvard sociology doing to address these needs? But I could be wrong. Small is beautiful. Having 68 majors is good if it creates an intimate community of teachers and students, each getting individual attention.

But I also have to ask whether we are losing too many of our best and brightest to other fields and to other heroes. Are they attracted to history because of the therianic Simon Schama? or to an Edith Goldhagen? to interdisciplinary fields like the social studies concentration with its rich and intellectually exciting texts? Personally, after 30 years as a sociolo- gist, I am turning to the roots of sociology, to social and political theory, and to social history (as well as to real estate). In fact, I've even considered going back to school—graduate school—at Harvard or Brandeis— in comparative history—what else? This is a "false rumor." Professor Marsden; this is one of the most serious paradigm shifts to hit sociology in a long time, and we must recognize that, and do something about it, or we will die as a dis- tinct discipline.

Jack Noonan Porter, The Spencer Group, Newton Highlands, MA

Looking Forward to Miami

I am delighted that the ASA will be going to the fabulous Fort Lauderdale in Miami Beach next August. In recent (more is better) style will give the new post-modern wave much to analyze.

This is a fabulous geographical oppor- tunity. I start with the following observa- tions:

Most sociologists are Jewish.

Most sociologists have mothers.

Most Jewish mothers live in southern Flor- ida.

This sets up a wonderful opportunity. We can have each sociologist's mother comment on her child's paper. The debates will be incisive. The fights between the discussants will be fierce.

Mothers will also be encouraged to have poster sessions on why their chil- dren are "successful" even if they don't get to appear on Oprah.

Finally, my mother will get to see me on stage (the first time since the third grade)—and maybe she will finally under- stand.

Barry Wellman, University of Toronto

Clusters

by Robert R. Montgomery, M.D., father of sociologist Kathleen Montgomery, Univer- sity of California-Riverside

They are the random motion Robert Brown identified two hundred years ago. They help explain how liquid molecules move through tissue and set the total flow.

The venous gaps appear in swirling streams. Of countless individuals that dance, Much like the notes of early afternoons.

In patterns whose designs seem purely chance. A gathering of cows once caught our eye.

At dawn while watching Halley's comet grow, A milling mass that shot a couple out To meet, return, prepare the next to go.

Affinity for clustering must be immense. An instinct printed in primordial soup For even man, rejecting isolation, Clinging to city, clan, or social group.
Alleviating Professional Immobility in Sociology: Faculty Exchanges as Remedy

by Richard M. Coughlin, University of New Mexico, and Charles Lockhart, Texas Christian University

In the winter of 1996 we conducted a survey of chairpersons of sociology departments that confirmed what many of us suspect has been the case in the tight academic job market in recent years: with only a few exceptions sociology faculty, especially among tenured ranks, have remained in place.1 Our results also indicate that there were many more faculty at all ranks who were perceived by their department chairpersons as interested in moving to other academic positions than who actually moved. Further, we found that in terms of whether chairpersons, those who are interested in moving are disproportionately strong performers.2

But our preferred agenda involves a broader move: the possibility of introducing and facilitating permanent lateral faculty exchanges. Although many details would need to be worked out, in principle these exchanges would occur at an extension of the logic of temporary exchanges, involving the lateral exchange of roughly comparable faculty between two positions in different institutions without any expectation of revision. In view of the novelty of the idea—and the fact that it has not, to our knowledge, actually been practiced to any significant degree—the department chairpersons in our study were understandably cautious in their attitudes toward such exchanges. But their caution is in a character that is well founded for the feasibility of permanent exchanges. As Table 2 shows, department chairpersons would respond to such exchanges variably with their perceptions of the quality of the faculty involved. Many chairpersons were willing to consider the possibility of permanent exchanges involving faculty with strong records. They were, however, much more hesitant to consider trades involving faculty of lower perceived quality. This reluctance was especially apparent for the department’s weakest faculty: the vast majority of chairpersons rejected the idea of trading a faculty member whose shortcomings were known for the less familiar characteristics of a person defined as another department’s “problem.” Thus, we have, in chairpersons’ preferences for exchanging only faculty of demonstrably high quality, a safeguard against a department unexpectantly experiencing sharp disappointment through an exchange.

In principle what currently appears to be a promising understanding of lateral faculty exchanges could be further examined and initiated by either universities or by discipline-wide faculty associations. If permanent exchanges are feasible, both types of institutions stand to gain in the long-term from their introduction. We think faculty associations are much more likely bets to begin studying the feasibility of permanent exchanges and working for their initiation. This is apt to be the case in part because the associations are relatively flexible and can, if they so choose, invest in innovative activities that are of interest to their members. University administrators, in contrast, stand to experience considerable initial costs in terms of learning how to deal effectively with the new practice of permanent exchanges will involve, and they can be expected to be hesitant about voluntarily introducing additional complexities to their lives. Accordingly, we think that faculty associations should get the process underway, and we urge the ASA to begin examining the matter. In our view this is a remarkable opportunity for the Association to engage itself in an activity that holds the promise of offering significant improvement for the professional lives of a substantial proportion of its members.

Table 1: Chairpersons’ Attitudes Toward Short-term Exchanges

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>Agree Strongly</th>
<th>Agree Somewhat</th>
<th>Neutral</th>
<th>Disagree Somewhat</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchanges help to reduce faculty “turnover”</td>
<td>35.6%</td>
<td>50.5%</td>
<td>14.0%</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>Exchanges allow faculty to avoid responsibilities to third frame department</td>
<td>47.5%</td>
<td>42.7%</td>
<td>3.4%</td>
<td>2.2%</td>
<td></td>
</tr>
<tr>
<td>Exchanges provide opportunity to new idea and perspective</td>
<td>3.4%</td>
<td>12.4%</td>
<td>25.6%</td>
<td>39.2%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Exchanges are more desirable than they are worth</td>
<td>44.9%</td>
<td>41.6%</td>
<td>10.1%</td>
<td>1.4%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

For the first question N=66, for all other questions N=64

Table 2: Chairpersons’ Attitudes Toward Proposal For Permanent Lateral Exchanges

<table>
<thead>
<tr>
<th>Involving faculty whose perceived performance is</th>
<th>Strongly Positive</th>
<th>Somewhat Positive</th>
<th>Neutral</th>
<th>Somewhat Negative</th>
<th>Strongly Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good to excellent</td>
<td>30.4%</td>
<td>43.7%</td>
<td>18.0%</td>
<td>8.9%</td>
<td></td>
</tr>
<tr>
<td>Good to fair</td>
<td>5.7%</td>
<td>23.2%</td>
<td>30.2%</td>
<td>22.1%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Marginal to poor</td>
<td>11.3%</td>
<td>13.9%</td>
<td>22.3%</td>
<td>24.5%</td>
<td>27.0%</td>
</tr>
</tbody>
</table>

Due to “didn’t know” responses volunteered and questions left blank by some respondents, percentages are given on a slightly different sample composition. For each question N=66 for the “very good to excellent” question; N=64 for “Good to fair”; and N=67 for “Marginal to poor.”

Notes
1. In December 1989 and January 1990 they were mailed in a single wave to 252 political science and 254 sociology departments offering graduate degrees. The total response rate was 87 percent for the combined samples. Thirteen responses lacked departmental identification and were thus not usable. The net response rate for sociology departments was 46 percent. Departments responded in roughly equivalent proportions across the categories in which we constructed on the basis of reputational prestige.

2. The pattern of results for our “similar” discipline of political science is nearly identical. See Richard M. Coughlin and Charles Lockhart, “Alleviating Professional Immobility in Political Science: Faculty Exchanges As a Remedy,” unpublished manuscript.

Writings Tips

Noun Strings

by Karen Feinberg

In my last column I wrote about the advantages of a streamlined writing style and showed ways to streamline or eliminate overblown expressions. Sometimes, however, writers go astray in the opposite direction: they need to add words to make their meaning clear.

Noun strings are an example of this problem. They can easily occur in academic writing, because they allow connecting and clarifying words. Some noun strings, such as "female labor market participation," serve well as shorthand terms if they’re used and understood, but many others are confusing because the relationships between the nouns isn’t clear. (They also may be unintentionally funny.) In my own, noun strings are ungracious; in the words of one writing instructor I know, who gives workshops at military installations, they have a "hip-hop-hop" quality.

These noun strings and their translations come from sociological manuscripts.

Original: child care employment restraint
Translation: restraint on employment created by child care

Original: juvenile death penalty research
Translation: research on the death penalty for juveniles

Sociologists aren’t the only noun stringers. Some of the most baroque examples, like the following, come from other disciplines:

Original: pressure on score risk assessment instrument development
Translation: development of an instrument for assessing the risk of pressure scores

This example is the most erudite in my column.

Identity category calculation input parameter changes. (Translations, anyone?)

Even a two-word noun string can be confusing if the context doesn’t help in interpreting. These short expressions often involve people such as students, faculty, clients, or employers.

Original: student evaluations
Translation: evaluations of students or evaluations by students?

Original: employer sanctions
Translation: sanctions against employers or sanctions by employers to avoid the perils of noun strings, it’s best not to assume that your readers know everything you know. As the author you’ve been deeply involved with your material, whereas many of your readers are seeing your ideas for the first time. Do them a favor: break up the noun strings and add those few important connecting words.

Karen Feinberg, a professional copy editor, has worked on sociologists’ manuscripts for more than 20 years. If you’d like to see a particular subject or setting problem discussed in this column, write to Ms. Feinberg at Footnotes.

Emeritus Membership

If you have been a member of ASA for 10 years or longer and are retired from your primary workplace, consider applying for emeritus membership. For details, see the upcoming issue of Research in Sociology.

Nancy Sylvester
ASA Membership Services
722 N Street NW
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We appreciate your ongoing involvement in the ASA.
UNESCO's Inter-Governmental Social Science Program

by Ali Kassam, Director, and Nadia Aulad, Consultant, Division for the International Development of Social and Human Sciences

Introduction

In the 1990s, the social sciences have advanced at a critical turning point. Facing greater demands from their users, they must adopt a strong research strategy towards tackling political-making and disciplinary boundaries, and providing useful information for decision-makers in the public and private sectors. This viewpoint is echoed by recent institutional transformations that have occurred in social science circles and recognized by social scientists. Among the recent institutional changes, the Commission of European Communities now acknowledges that the social sciences should be part of the European-level Research and Development (R&D) programmes. The World Bank is eager to have its development projects on long-term, well-planned applied studies that accompany such projects. The U.S. Office of Science and Technology (OST) has recently established a distinct social science branch, while the NSF created the Social, Behavioral, and Economic Sciences Directorate to replace the formerly joint Directorate with the Biological Sciences.

In keeping with some international or national acknowledgments, UNESCO is now launching MOST ('Management of Social Transformations'), an intergovernmental social science program with three major objectives:

1. To enhance the relevance and utility of the social sciences for national and international policy formulation and decision making.
2. To foster the production of basic knowledge and methods in the social sciences, particularly in developing countries.
3. To strengthen international and institutional cooperation, particularly in developing countries.

This program is particularly concerned with generating information relevant for policy-makers in the private and public sectors, and is expected to contribute to inter-disciplinary and comparative research.

How will The Program Work?

In planning MOST, numerous consultative meetings were held with major social science institution and research centers around the world, other UN Agencies, multilateral financial institutions, trade unions and the European Community. The input to the development of MOST has been extensive, and the final product described below reflects as much as possible the needs and demands of different world regions and sectors of our society that use social science research.

Research Areas

The list of priority research areas compiled during the international consultations was narrowed, for purposes of feasibility to three major areas. Themes under which project bids may be submitted for support when the project is launched in January 1994 are the following:

- The development of change in multicultural and multi-ethnic societies.
- Cities and areas of accelerated social transformation.
- Coping locally and regionally with economic, technological, and environmental changes.

The capacity-building functions of MOST will be directly linked to research projects and will be pursued within the framework of these three major program areas. This includes institutional and scientific capacity-building, such as training in technical skills and development and implementation of research infrastructures and communication networks. Research projects will be carried out within the areas of three of MOST are open to submission by teams and institutions from a minimum of two countries. Further details about the thematic, application forms, conditions for eligibility, and general guidelines will be available.

We are pleased to offer you business-like cooperation. You may contact us:
Address: Institute of Socio-Political Research of the Russian Academy of Sciences, 36, Zelenaya Av., Moscow 117343, Russian Federation (905) 1908190; Fax (905) 1908079; E-mail: unescoiplunivnet

Notes

For more detailed information, see the "Feasibility Study on the Establishment of an International Programme in the Social Sciences." 1 UNESCO, 140 FV/11, August 1992, which can be obtained from the Division for the International Development of Social and Human Sciences, UNESCO, Place de Fontenoy, 75732 Paris, Cedex 15, France.

Conclusion

The opportunities offered by MOST will benefit social science communities around the world, powerful communities such as those found in Western Europe and North America are no exception. ASA members are represented by these societies participate in this exciting new program, and the Secretariat of MOST (UNESCO Headquarters in Paris) welcomes any further requests for information.
January 1993 Footnotes

NSF, from page 1

Washington University in St. Louis, the Commission maintained that the recommendations would be of "significant importance to the improvement of a fine existing system" in which the NSF's "key role in the support of research in the sciences, engineering, and other fields should be strongly reaffirmed."

Supports Merit Review

The Commission strongly supported merit review of grants and the institution of tapping the creativity of research scientists and engineers. However, the report also pointed out that the system appropriate to involve the private sector more fully than heretofore in the decisions which affect the classes of research allocation as well as some evaluation of the effectiveness of the expenditures. How this would be done is under consideration. Commission member John Armstrong, Vice-President for Science at IBM, suggested putting scientists in industry on NSF advisory committees and using them as program reviewers.

Interdisciplinary Work Encouraged

The report strongly encourages interdisciplinary research. Armstrong's position from the commission's last meeting that "nature knows no disciplinary boundaries" was included in the final report. (University of Wisconsin-Madison Professor Donald Shaia's report that "nature doesn't have taxes," was not.)

The commission argued to examine the size of its grants, but on a field distinct basis in consultation with those communities, and "from time to time, to evaluate the makeup and other dimensions of the Directorate to maintain the most effective focus and management of the collection process."

The Commission stayed away from the issue of technology transfer in its report, speaking instead of "diffusion and dissemination of knowledge and skills derivable from scientific and engineering discoveries." Although suggesting the system is working, the report offers several improvements: more cross-disciplinary cooperation; more exchanges of people between universities, industry, and government; support of research with active industrial participation; continued funding for the maintenance of and access to large scale data bases; and further development of information infrastructure such as NSFNET.

The report calls for a larger role for NSF in promoting and interpreting the process through which new knowledge eventually leads to societal benefits. The Commission also endorsed greater international scientific cooperation, and called on the NSF to "work for a national strategy to support and enhance the availability of technology and expertise in computer science and engineering.""}

Education Recommendations

Under its education recommendations, the report states: "The Foundation should be at the leading edge of new-emerging improvements in curricula, and methodologies of teaching and training for research." As part of this, NSF should encourage joint science, engineering, and management education programs.

The Commission claims the two greatest needs in improvement are K-12 and undergraduate education. The NSF needs to pursue K-12 improvements in collaboration with the Education Department and other involved parties, the Commission said. In undergraduate education, the introductory course should be a special focus.

Teaching-Research Dilemmy

Commenting on the teaching-research dilemma, the Commission stated that "Undergraduate education cannot be done by facility participating in research." On graduate education, fellowships and traineeships are endorsed, as is the establishment of a program of involving underrepresented groups in science and engineering.

Reflecting the views of Chairman Galvin, the report has a section concerning the use of measurement systems to improve the quality of operations. It states, "All reasonable measurements of the quality of the output of research, the quality of the allocation and the other principal functions of the Foundation should be subject to rigorous and common sense metrics for the evaluation and increase in the quality of its activities."

The report also asks the NSF to "work with its peers in the private and public sectors so that the nation might formulate a more-needed science and technology road map."

In particular, it urges the Board and those involved in planning a coherent national science and technology policy to "try to limit any pressures to strip NSF of its full spectrum of research goals and linkage mechanisms, from engineering to research centers, to computer networks, to pure science and mathematics. The great strength of American science and American competitiveness is the absence of rigid, cultural barriers between science and engineering and between pure research and applied research." Yet, it also advocates a "broad national policy going beyond science and technology including technology and its applications."

Miami, from page 1

All of the new city officials elected in the process, of course, were white. The initial task of race relations, in the view of city leaders, was to impress upon local blacks the appropriate behavior standards for "Southern Negroes." Since the Bahamians, in their slowness to arrive at a commonality of speech and manners, the blacks considered the social equality of white people. In subsequent years, South- ern blacks arriving in Miami to seek work in the expanding service economy would induce their counterparts to leave the city. Virtually absolute residential segregation was imposed, a pattern that would endure until the 1960s.

Decades before Walt Disney redeveloped central Florida, the state's laissez-faire politics provided northern entrepreneurs license to create fantasy real estate and resort ventures. Venetian and Spanish-style housing developments sprang up, while the indigenous monopoly was allowed to wipe away for luxury hotels and wide, empty beaches. When the ocean washed the sand up the beach, they could simply close the road to the coast. By the early 1970s the planned residential community of Coral Cables had been constructed on the southwest of downtown, and the University of Miami opened its doors.

The boom came to an abrupt end in 1956, when a major hurricane devastated the city, followed by the years of financial crisis and the Great Depression. By the mid-1950s, the local economy had begun to recover. Most notably, during this period, a significant influx of black migrants was allowed to move to Miami. This wave of people and goods across the Florida Straits throughout the twentieth century. The creation of sail and highway links between Miami and Key West and their extensions to Havana by way of the Florida Keys, along with regular air service as early as the 1920s, established important connections between Miami and the Cuban capital. A growing flow of tourists and businesspeople constituted a human barometer of Cuba's increasing integration into the U.S. economy.

For decades Miami also had tended to receive those Cubans seeking refuge from the shifting fortunes of the island's turbulent politics. Two deposed Cuban presidents—Gerardo Machado, overthrown in 1933, and Carlos Prio Socarras, ousted by Fulgencio Batista in 1952—made their home in Miami. Joe Manuel Alfaro, a prominent Cuban politician of the 1960s, built Miami's baseball stadium. Even Fidel Castro visited Miami in the 1960s, asking Cubans for their support.

For these reasons Miami became a magnet for the Cuban elite and middle classes displaced by the Revolution. Their success in regaining their economic footing in turn has served to strengthen Miami's attractiveness for other Caribbean and Latin American inflows, whether as a market for elite investments, an emporium of international trade, a haven to launder drug profits, or a place to simply make a living. Following these motives, hundreds of thousands of immigrants have made Miami their home (or at least their offices) since 1960.

The population of metropolitan Miami in 1990 was nearing two million. With the Anglo population actually having declined by some 180,000 since 1960, the immigrant wave has resulted in a Latino majority with growing political and economic clout. In the meantime, a restless black population that has not met with success in either the old or the new Miami has periodically raised a collective voice of protest, exacerbating discrimination and sectional inequality. Subsequent articles in this series will examine more closely these phenomena, as well as the most recent redesign of the city wrought by Hurricane Andrew.
ICPSR Summer Program in Quantitative Methods of Social Research

The ICPSR Summer Program in Quantitative Methods of Social Research offers the academic community a comprehensive, integrated program of studies in research design, statistics, data analysis, and social methodology. The program schedule is divided into two four-week sessions, with instruction organized in lecture, seminar, and workshop formats. Typical four-week courses include offerings on Dynamic and Longitudinal Analysis, Regression Analysis, Dimensional Analysis, Time Series Analysis, Analysis of Variance, LISREL-Type Models, Categorical Analysis, and Random Choice. In addition, special workshops oriented toward specific datasets are offered in the curriculum. These include Historical Analysis, Latin Research Issues, Using the 1990 Census, and The Study of Aging. Also, one-week workshops are conducted on advanced topics such as Logit and Log Linear Models, Management of Machine-Readable Information, and Item Response/Measurement Theory.

Sponsored by the Bureau of Justice Statistics (BJS)
security. Drewh's proposal: Februa-
ry 15, 1993. Do not submit proposals
by FAX. For additional information
contact: Program in International Peace
and Security, Social Science Research
Council, 405 Third Avenue, New York,
NY 10016. FAX: (212) 685-0785 (FAX: (212)
770-7899.

Competitions

1993 Outstanding Scholarship
Award. This award is given to an
outstanding scholar whose work has
made a significant contribution to the
sociological under-
standing of crime or for delinquency. A
prize will be awarded to the
work that is considered for this award.
alone, the number of the work, the pub-
lisher, the publication date, and a brief
statement of why you believe this work
merits the Outstanding Scholarship
Award to Carol L. Edelman, De-
partment of Sociology, St. Joseph's Univer-
sity, Philadelphia, PA 19131. FAX: (215)
600-0858. Deadline for nominations is
April 15, 1993.

International Sociological Association
Second Worldwide Competition for
Young Sociologists. The International
Sociological Association (ISA) an-
ounces the organization of the sec-
ond worldwide competition for young
scholars engaged in social research.
The winners will be invited to partici-
plate in the XII World Congress of So-
icology which will take place in
Bielefeld, Germany, July 1994. The
win-
ers' papers will be published in En-
lish, subject to editorial revision, in
the ISA's journal International Sociology.
Application deadline: April 15, 1993. For
more information contact: 2nd ISA
Worldwide Competition for Young
Sociologists, Attention: Vereenige Sticht-
ingen, University of Antwerp, Depart-
ment of Sociology and Social
Psychology, PO Box 509, B-2020 Tuy-
ne, Finland; 365-83-15664; FAX: 365-
83-1566; TELEX: 226238.

The Eastern Sociological Society is soliciting contributions for the second
Robin M. Williams, Jr., Lecturer, who
will serve during the 1994-95 academic
year. The Lecturer is expected to be a
sociologist of substantial scholarly
accomplishment who can address a
theme of broad interest for an audi-
ce of students and faculty. The recipient
of this honor will make as many as two
visits to campuses in the ESS region
during the term of his or her appoint-
ment and deliver a plenary lecture at the
ESS meetings in 1995. An honorar-
ium and travel expenses will be pro-
vided. The Williams Lectureship
Committee begins to review letters of
nomination on March 15, 1993. Let-
ters should be sent to Richard Alba, Chair,
Williams Lectureship Commit-
tee, Department of Sociology, SUNY-
Albany, Albany, NY 12222.

Mass Media

Eric Godfrey, Epsilon College, was a
guest on a state-wide call-in program
on Wisconsin Public Radio, October 21.
He spoke on criminal justice policy as
an issue in the Wisconsin senatorial
campaign.

William B. Hexterich, City College of
New York and CUNY Graduate Center,
was the subject of a front page feature
article in the New York Times News
Section on October 6, 1992, regarding
his new book, Against All Odds: Viet-
nam Survivors and the Successful Lives
They Made in America (Simon &
Schuster).

John R. Fawley, Southern Illinois Uni-
versity-Ericsville, was quoted in the
Review of Business (Illinois Business,
Inc.).

Edwardsville (Illinois) Intelligencer, and
other newspapers concerning his NSF-
 funded research on earthquake pre-
paredness in the Midwest. His research
on racial housing segregation in the St.
Louis area was reported in the St.
Louis Post-Dispatch, the Altos (IL) Vokal-
 and various other newspapers. He was
also interviewed on KSDK-TV (St.
Louis) and quoted in various newspa-
pers concerning his participation in a
speech against a Ku Klux Klan rally
held near Alton, IL.

Kenneth Ferris, Purdue University,
had his research showing that the cul-
tural practice of prayer re-
forces the health workers of those who do not
appear in USA Today and subsequently broad-
cast on three nationally syndicated
radio programs.

William H. Friedland, University of
California-Santa Cruz, and his wife
Jean were trapped for five days on
Kauai as a result of Hurricane Iniki.
Friedland prepared a detailed ethnog-
raphy of what it is like to be trapped in
a shelter and how the shelter organized
itself in the absence of other organiza-
tions. The Santa Cruz Sentinel published
the report in six episodes, September
20-October 2, 1992.

Robert H. Lanzet, United States Interna-
tional University, was quoted in The
Atlantic Constitution in an article on
basketball couples who have the same
kind of career.

John Sheldon Reed, University of
North Carolina, was quoted in the New
York Times on the persistence of the cul-
ture of the South, and in an article
prepared by the Atlantic Constitution
titled "No Longer Just Whistling
Dixie.

Harold L. Shepard, University of
South Florida, was interviewed on
problems of the elderly in the Novem-
ber 7, 1992, Atlantic Constitution.

People

Adela Clark, University of Califor-
nia, San Francisco, is now Associate Profes-
sor with tenure in the Graduate Pro-
mament in Sociology, and Adjunct
Associate Professor in the Department
of History and Health Sciences.

Jon Dilling has been promoted to the
rank of Professor at the University of
Pittsburgh-Johnstown.

James A. Clyne, Bates College, is the
new President of the California Sociological
Association (CSA) at its Third Annual Meeting in San Diego.

Abigail Halajian, Ohio State University,
was the 1992 recipient of the $800 Soci-
ologists' AIDS Network Award for the
best graduate student paper on an
AIDS related topic.

Linda Hamlin, California State Uni-
versity-Dominguez Hills, was pre-
pared to receive the Outstanding Student
Award by the California Sociological
Association at its Third Annual Meet-
ing in San Diego.

William B. Helmersich, City College of
New York and CUNY Graduate Center,
was awarded a grant from The New
York Times Foundation to support the
work of the City College Center for
Conflict Resolution, which he directs.

Dona Hess, South Dakota State Uni-
versity, won the Annual Teaching
Award at the annual meeting of the
Great Plains Sociological Association.

Continued on next page

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TEACHING WORKSHOPS
Outcomes Assessment for Undergraduate Sociology

DATES: February 8-9, 1993
LOCATION: Tempe, Arizona
STAFF: William Johnson, Arizona State University; Carla Howery, American Sociological Association; Steven Shervey, Alverno College

PARTICIPANTS WILL:
- review aspects of the national assessment movement as a context for improving undergraduate sociology teaching and curriculum development
- explore various approaches to defining and implementing outcomes assessment in individual courses and across the department
- discuss some successful assessment experiences in sociology from around the country
- focus on specific assessment plans or instruments for their own settings
- discuss the role sociologists can play in outcomes assessment work locally and nationally

Teaching Techniques and Strategies: How to Revise the Classroom

DATES: February 28-29, 1993
LOCATION: Cincinnati, Ohio
STAFF: Hans Mauser, Edward Kohn, Northwestern University; John Schmeeb, West Virginia University; Vanessa L. Andes, Oxford Centre for Staff Development

PARTICIPANTS WILL:
- evaluate what concepts should be taught where in curriculum
- determine effective methods of presenting material and practice these
- discuss effective lecture techniques
- explore and practice alternative teaching techniques
- work on specific ideas for participants' needs

FOR ADDITIONAL INFORMATION CONTACT:
Jeannine Baliane
ASA Field Coordinator
Department of Sociology
Wright State University
Dayton, OH 45436
(513) 875-2566

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Distinguished Publication Award

The ASA Award Committee for a Distinguished Publication is gearing up for its work. The 1994 recipients of this major award will be announced soon. Members of the Committee have begun their work and ask readers of Footnotes for their help regarding nominations of books to be considered.

The Distinguished Publication Award is a major ASA tribute. The guidelines state that any book published between 1991 and 1993 is eligible. All nominations should include the name of the author(s), title of book, date of publication, publisher, and brief statements from two (differently located) sources as to why the book should be considered. Self-nominations are both acceptable and commonplace.

The Committee will begin reviewing books early in the new year. Please help bring this major award to the attention of all colleagues in the profession, encouraging nominations in accordance with the ASA guidelines. Nominations should be forwarded by January 20, 1993, to Loretta A. Manderson, Chair, ASA Distinguished Publications Committee, City College, City College, State University of New York, 220 East 23rd Street, New York, NY 10010.

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Are you looking for a way to acknowledge a student's graduation, a dissertation well done, acceptance into graduate school, or another accomplishment? Consider giving an ASA student membership. If the student is under $31, the student member will receive Footnotes and Contemporary Sociological, as well as the other benefits of membership in the national association. Students will learn about and feel a part of their chosen profession. To make a gift membership, send the student's name and address and check for $31 for each gift, to: ASA, 1722 N Street NW, Washington, DC 20036.

If a student is already an ASA member, consider giving a copy of Passing on Sociology, an excellent book about teaching our discipline. This book, written by Charles A. Golden and Everett K. Wilson, is the book to have as a student takes on a TA assignment or the first faculty job. To order a gift book, please send the students' names and addresses and a check for $17 for each book, made out to the Teaching Resource Center. Another option is a gift of the Cumulative Index to Sociological Literature. For $40.00, students will have a useful reference document for their careers in research, teaching, and practice.

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ASA Advantage

The ASA Honors Program

The ASA Honors Program, now in its 18th year, brings undergraduate and graduate students to the ASA Annual Meeting to study it as a laboratory experience. During their five days at the meeting, students meet with ASA officers and staff, with well-known sociologists, and with representatives from a variety of sociology organizations and specialties, all to learn more about their chosen profession. They attend many sessions and the ASA business meeting, as well as a special reception in their honor. Students write up their reflections on what they have observed. Students may arrange to receive independent study credit for their work. The Program's success is reflected in its alumni organization, the Honors Program Student Association, and the many fine sociologists who got hooked on the profession via the Honors Program. For more information, write to the Program Director, David Bills, College of Education, University of Iowa, Iowa City, IA 52242; (515) 335-5366.

Membership in ASA benefits you!

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Footnotes

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Future ASA Annual Meetings

1993—August 1-17
Fontainebleau Hilton Hotel
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1994—August 5-9
Westin Bonaventure and Los Angeles Hilton
Los Angeles, CA

1995—August 19-23
Washington Hilton & Towers
Washington, DC