The Long Shadow of Hurricane Andrew

This is the third of a series of articles on Miami prepared by the Department of Sociology and Anthropology at Florida International University. Contributors include Guillermo Guerrero, Doug Kissick, Abi Latimer, Anthony Managing, Betty Monroe, Alejandro Portes, Walt Powell, Lisandro Perez, and Alex Slesick. Portions of this article are based on research currently being conducted by the department's Disaster Research Team, a group of faculty and graduate students, with support from the National Science Foundation, Florida International University, and the Knight Foundation.

On August 24, 1992, Hurricane Andrew ripped a forty-mile path of destruction through South Florida. Since then, an extraordinary amount of clean-up and recovery has been accomplished, but several months later, a drive through the affected area is still a painful experience. Many homes, especially those in upmarket neighborhoods, remain abandoned, and the air is thick with the smell of mildew and rotting furniture. Even more troubling are the hundreds of newly damaged homes occupied by families who have no where else to live while they await the attention of landlords, insurance adjusters, contractors, or other source of assistance.

Typical of major natural disasters, the hurricane has also exposed a variety of social problems and political failures in the immediate community. As sociologists prepare to ponder the relationship between democracy and markets under this year’s program theme of “Transitions to Democracy,” it is worthwhile to reflect for a moment on its local significance. Specifically, it is increasingly apparent that economic structures, along with the failure of governmental regulatory responsibilities, played an important role in magnifying the hurricane’s destructive force. We may also note the potential consequences of reliance upon the same structures during the recovery process.

During the 1980’s, the Miami area experienced a remarkable boom. The decade began with the arrival of 125,000 Cuban refugees in the spring of 1980. Continuous immigration from throughout the Caribbean Basin, as well as from other parts of the United States, resulted in the population of Dade County reaching nearly two million residents by 1990. Coupled with an expanding local economy, this demographic shift fueled a rapid growth in construction. The number of building permits in the county doubled between 1982 and 1988. As a result, housing was both available and affordable for most new residents. A survey by U.S. News and World Report prior to the hurricane found that Miami had one of the better housing markets in the United States, where one could get a larger property for a given price. Within this picture of market efficiency, there were some obvious problems. In Miami, as in so many major metropolitan areas, rising into the poor sea was to be inadequate, of poor quality, and insufficiently built. There were also recurrent problems of redlining and segregation. The hurricane, however, revealed some additional, previously hidden costs of development.

During the construction boom years, real estate developers and construction firms sought modifications in building and zoning codes to allow alternative, i.e. cheaper, building materials and techniques, and to open up additional land for development, particularly in south and west Dade County. These efforts funded large contributions into the campaign of County Commission candidates, as well as bribes, all too often, into the hands of building inspectors. Meanwhile, county officials appointed builders to the critical boards that interpret building codes and make determinations of material quality. The immediate effects of these practices included the weakening of building codes, half-hearted enforcement, and a reliance upon the industry to police itself.

The latest effects were laid bare by Andrew’s winds, which, according to current estimates, reached sustained speeds of over 130 mph in the hardest hit areas. Emerging evidence concerning the spatial distribution of damage strongly suggests that widespread panic did not account for it, but that when a house was built also was a critical factor. Data collected by county inspectors and compiled by the Miami Herald indicate that, within the most severely affected zone, 95% of all homes built in the 1980s were unbuildable following the hurricane, as compared to 39% of those built in the 1980s, 31% of those built in the 1970s, and only 15% of homes built in the 1960s. Overall, homes built since 1980 were 63% more likely to be unbuildable following the hurricane than those constructed prior to that year.

Disaster researchers have long noted that the magnitude of a disaster is not simply a result of the physical event itself, but in addition a function of the technology employed by the social system. In this sense the devastation of Hurricane Andrew reflected a failure of the social system to utilize adequate technology. Where governmental controls were compromised by the ability of some actors to gain unfair advantage and control, the market failed to provide adequately for the needs of community residents.

Similar concerns have arisen over the recovery process. In many developed countries, reconstruction and recovery after a disaster are the direct responsibility of the state. In the United States, by contrast, there is less direct aid, and the market is relied upon for most reconstruction and recovery. There are, of course, some direct government grants and government-sponsored low interest loans, but federal housing programs are more often directed at small government and community infrastructure rather than private households. Most households must depend upon insurance payments and other non-governmental assistance. Regardless of their source, in any case, these funds are typically expended to procure services from the market.

As a result, the recovery process tends to be conservative, oriented to the restoration of the status quo and lacking long-term developmental goals. The Federal

Search for New ST Editor Continues

The ASA Committee on Publications continues to work toward expanding the pool of candidates for the next editor of Sociological Theory. The Committee invites nominations, including self-nominations. The editor designate will take over responsibility for the editorial office in mid-1994 and will be responsible for issues beginning in 1995. ASA editors serve for three years, with a two-year extension possible.

The Committee hopes to make its selection in August 1995, although it is possible that the selection will not be made until December.

Nominations should include:
- a current vitae
- a brief sketch of the intellectual support in the candidate’s department, university, or other easily-acceptable institutions, which could be called on in meeting editorial responsibilities; and
- a brief statement of the candidate’s sense of the journal’s past accomplishments, its problems, and, in particular, its future possibilities.

All materials should be sent by April 1, 1993, to Karen Gray Edwards, Publications Manager, ASA Executive Office, 1722 N Street NW, Washington, DC 20036.

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 Spivak Program in Applied Social Research and Social Policy. Dr. Catherine White-Behrle, Skidmore College, is the current Congressional Fellow.

The Congressional Fellowship opportunity brings a PhD-level sociologist to Washington, DC as a part of a substantial or post-leave from an academic or applied setting for the summer or part of the calendar year. The sociologist works in a resource within the Congress or a Congressional agency (e.g., the Office of Technology and Social Impact or the General Accounting Office). The Fellowship allows a sociologist to bring the knowledge of our discipline to bear on important issues and to learn more about the policymaking process. ASA will join with other associations’ Congressional Fellows to offer orientations, meetings, and support for the person selected. The person will work closely with the ASA’s Spivak 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 area of interest, some experience in data collection, good writing skills, and a commitment to the policy process. The stipend for the Fellowship is $5000.

Send a statement of interest and a vita to Felice J. Levine, Executive Officer, 1722 N Street NW, Washington, DC 20036. Materials must be postmarked by March 15, 1993.
ASA Resolution on Gays in the Military

Over the last several months since the election of President Clinton, the issue of the full participation of gays and lesbians in the military has heated up. It is well known that Linda Channing, a candidate for Congress, is strongly opposed to continued discrimination in the military based on sexual preference. Also well publicized is the controversy over the regulations that trigger President Clinton's intention to move swiftly to lift the ban on lesbians and gay men in the military. These meetings with visible resistance from military leaders and some key members of Congress, President Clinton agreed to a six-month period for examining the implementation questions involved in rescinding this policy.

This six-month period is a time when sociologists can contribute our knowledge and empirical understandings to this debate. At the annual meeting of the Association in August 1991, the ASA Council passed a resolution opposing the continued exclusion of gays and lesbians from the military based on their sexual preference. The resolution of Council reads as follows:

Whereas lesbians and gay men have, throughout history, served with distinction in the United States Armed Forces, to include the Reserve Officers Training Corps (ROTC), and whereas the Armed Forces and the Reserve Officers Training Corps have provided educational and economic opportunities, and whereas the official justification for current military policy excluding lesbians and gay men is based on popular prejudice rather than empirical research, be it therefore resolved that the American Sociological Association will instruct the staff of the Executive Office to communicate their opposition to the exclusionary policy to the media and the appropriate military and legislative authorities.

After this resolution was passed by Council, I wrote to the Secretary of Defense, the President, the Senate and House Armed Services Committees, and other government officials informing them of this resolution and urging a reconsideration of this policy. The resolution and the steps we were taking were reported in Footnotes in November 1991.

In December 1992, during then President-elect Clinton's period of transition, the Journal of Social Science and Political organizations led by the American Psychological Association (APA) to review the situation in a climate that seemed much more positive for making this policy change. In December, we joined in a press release reiterating the importance of rescinding the gay exclusion policy, and we agreed to continue to work together as a coalition to monitor the situation. A priority was placed on providing early support for the new President's position and offering recommendations for the implementation of this policy change based on scientific knowledge about this issue and about managing policy change.

Even in December, there was a recognition that social change on sensitive topics would require close monitoring and continued action. Consistent with its resolution, ASA is prepared to continue work on this issue. The way we at ASA can contribute by turning to you, our individual members, who can also help. Expressing your views to Congress, when you know that you believe you can make a difference in how issues are defined and how they unfold over the next few months. Messages via telephone or letters to members of Congress and to the White House in support of lifting the ban and ending discrimination in the military workplace can be an important voice and serve to counterbalance efforts to mobilize opposition. Please keep us posted on what you do.

From the vantage of the Executive Office, we will continue to make a policy statement known, and we will work with those APA-led coalition to provide resources, research, and offers to sociologists with expertise on gay/lesbianism and military sociology. Our aim as part of the coalition is to achieve lifting this ban and to help plan for the implementation of this policy change by mapping areas of knowledge as well as identifying education, research, and training needs to, for example, deal with stereotypes, respond to fear, and handle the stresses that come with normative changes within institutions. ASA Council reached its August 1991 policy in passing a resolution. We will do our best to continue to implement this action. -Felix J. Levine

Bonner Interim MAP Director

Florence Bonner, Howard University, is serving as interim director of the ASA's Minority Affairs Program. The sudden involvement in ASA and other professional activities is a rich background for her career in the program, while the position for a permanent director continues. She is the past president of the Association for Black Sociologists and vice president of Sociologists for Women in Social Science. She was the Director for Women in Government in Albany, New York, before coming to Washington, DC in 1991, to assume the chair at Howard University.

Bonner's experience as the long and fruitful service of Lionel Maldonado winds down. Maldonado served as ASA Deputy Executive Officer and Director of the Minority Affairs Program until 1990, when he took a faculty position at California State University, San Marcos. He has been serving as interim director since March 1992.

Bonner, working with the advisory committee, the board of directors and the Minority Affairs Program (MAP), will facilitate the recruitment of the new chairs of graduate and undergraduate students. Working with Felicia J. Levine, Executive Officer, she will coordinate the fundraising and grant writing efforts to support the program. Bonner will be in the ASA on Mondays and can be reached at extension 322.

Robert Balstad Miller Leaves NSF for CIESIN

Robert Balstad Miller, Director of the Division of Social and Economic Science at National Science Foundation since 1984, has left NSF to become President and Chief Executive Officer of the Consortium for International Earth Science Information Network (CIESIN). Miller begins the transition in February and will move to the CIESIN headquarters in Sagamore, NY in March.

CIESIN is a non-profit organization founded in 1989 to facilitate access to, use, and understanding of global change information worldwide. As a consortium, CIESIN draws upon the expertise of universities, non-profit research organizations, government agencies, foundations and private corporations to meet the challenges of understanding environmental and global issues.

The phrase "human dimensions of global change" echoes a major funding initiative of the Miller orchestrated in the Division at NSF. In addition to her work at NSF Miller holds two key positions within the International Social Science Council (ISSC): vice-president of the ISSC and vice-chair of its Committee on the Human Dimensions of Global Environmental Change Programme. She was the founding Executive Officer of the Consortium of Social Science Associations from 1981-1984.

Applications Invited for NSF Social Science Director

Cora Bagley Mattess, Assistant Director for Social, Behavioral and Economic Sciences at the National Science Foundation (NSF) seeks ASA's assistance in identifying potential candidates for the position of Division Director for Social, Behavioral, and Economic Research in the recently created SER Directorate.

The Division Director for Social, Behavioral, and Economic Research (SERB) manages one of the largest research divisions in the Foundation. It is the primary division supporting research in the social and behavioral sciences. Its employees and a budget of about $60 million. The SERB Division is responsible for supporting disciplinary and interdisciplinary research and other activities through programs organized into five clusters: Anthropological and Geographic Sciences; Cognitive, Psychological, and Language Sciences; Economic, Decision and Management Sciences; Social and Political Sciences; and Science, Technology, and Society.

NSF is inviting nominations (including self-nominations) of persons who might be interested in coming to the Foundation on either a two-year or three-year Senior Executive Service (SES) appointment or an Intergovernmental Personnel Act (IPA) assignment. Send nominations with a curriculum vitae to: Mr. Jeff Froncruz, Executive Officer, Directorate for Social, Behavioral and Economic Sciences, National Science Foundation, 1800 G Street, NW, Room 536, Washington, DC 20550 (202) 357-9751. The closing date for receipt of nominations is March 1, 1993.
Focus on Departments

A Discipline in Trouble: Why More Sociology May Be Closing Shortly

by David M. Lynch and J. Richard McFerron, Indiana University of Pennsylvania
Lor H. Bouts, Brock University
and A.C. Bedford, University of Pittsburgh

One of the tasks forces in the original FSPS/Lilly Foundation project on teaching in sociology dealt with the institutional context of teaching. This task force carried out research into administrative decisions that affected the quality and quantity of teaching offered to sociology students (Brower, 1981, 1984). The task force research was later extended in national representative samples of graduate students (Brower and Lynch, 1984), continuing education data (Lynch, Kolb and Brower, 1985), and chief liberal arts academic officers (Lynch, Bowker and McFerron, 1987; McFerron, Lynch, Bowker and Kopp, 1989). The most recent project in this line of investigation is a study of matched national samples of deans, department chairs, and faculty in nine disciplines, one of which is sociology (Bowker, McFerron, Lynch and Macquarrie, 1991). We believe that the data from this most recent administrative actors to close or downgrade sociology departments and to our fore that more sociology units might be closed in the next few years. Our data provide support for an understanding of the poor treatment of sociology by deans and other administrators which, if correct, may enable departments to better defend themselves more effectively than they have been able to do in the past and thus to avert planned downsizing and closings by their deans.

The Study

Beginning with Barron’s Guide, we selected a random sample of 450 colleges and universities with a student population of more than 1,000. Questionnaires were mailed to academic deans of nine liberal arts disciplines: biology, chemistry, English, history, mathematics, music, political science, philosophy, and sociology at all 44 of the institutions serving 10,000 or more students, one-half of the 152 institutions serving 5,000 to 9,999 students, and one-third of the 244 institutions serving less than 3,000 students. Using a snowball design, the dean who completed and returned our questionnaire (at 54 percent return rate) provided names for their chair, who in turn provided names for their research director (also at a 54 percent return rate). When all of our questionnaires were returned, we had usable returns from 1,172 faculty members, 392 department chairs and 142 deans. Every

exceeded sociology (51 percent) in its proportion of female faculty.

Sociology and biology were the least likely of the nine disciplines to believe that their deans considered teaching to be very important in assessing department quality. Just 26 percent of the faculty in sociology and biology believed that their deans rated teaching highly. In comparison, this opinion was held by 47 percent of the music faculty, 43 percent of the English faculty, and 38 percent of the mathematics faculty.

Relatively few of the sociology faculty spent three-quarters or more of their professional work hours in teaching or teaching-related activities. Only 28 percent of the sociologists were this heavily involved in teaching, as compared with 42 percent for the total sample and 31 percent in music, 34 percent in English, and 50 percent in mathematics. The single discipline ranking below sociology was political science at 25 percent.

Despite spending a smaller proportion of their professional time on teaching than faculty in seven of the eight other liberal arts disciplines studied, sociologists reported a teaching load that was not different from the average of those disciplines. Fifty-five percent of the 1172 faculty surveyed reported teaching 11 or more semester credits for the equivalent load in quarter-credit

which is exactly the same percentage of sociologists who reported working this high a teaching load. Three disciplines—mathematics, English, and music-bad higher teaching loads on the average, while biology, chemistry, history, political science and psychology all had lower average teaching loads. It is possible that sociology faculty work longer hours than faculty in other liberal arts disciplines, thus handling heavy teaching loads in a smaller proportion of their professional time. If they really spend less time per course than faculty in most disciplines, it is likely that their teaching will suffer. Unfortunately, there is a hint in our findings that this might be the case, for as we shall see, both sociologists and their deans rate sociology as providing teaching that does not measure up to the standard set by other liberal arts disciplines.

Sociology was also below average in the faculty’s rating of the importance of teaching in tenure determinations. Seventy-seven percent of the music faculty identified teaching as the most important factor in tenure determinations, as did 68 percent of the English faculty and 62 percent of the mathematics faculty. In contrast, less than half (47 percent) of the sociology faculty rated teaching as the most important factor in tenure decisions.

These results suggest that the given criteria made by the teaching movement in sociology have not been sufficient to make the discipline as teaching oriented as some of the other disciplines in the liberal arts, namely music, English and mathematics. Sociology’s record in affirmative action forms a much stronger comparison with other liberal arts disciplines.

Sociology And The Dean

Sociology apparently is not highly regarded by most deans. Table 1 summarizes the global ratings of departmental quality in teaching and research made by the deans in our survey. Sociology comes last but one in both dimensions. Only eight percent of the deans rated sociology as doing outstanding research in their institutions (compared with a range of 11 to 33 percent for the other disciplines). For teaching, sociology was again at the bottom. A mere 16 percent of the deans rated the teaching in sociology at their institutions as outstanding, while other disciplines were characterized as outstanding by between 24 and 38 percent of the deans.

Do sociologists agree with their deans? Their self-ratings of the quality of research in their departments were average for the disciplines studied, not well below average as their deans judged them to be. As Table 2 shows, sociologists rated their own teaching less positively than teachers in any of the other eight disciplines. The differences are concentrated in the "outstanding" category, in which 16 percent of sociologists rated the quality of teaching in their department as outstanding, a judgment made about their own department by 34 percent of the historians, 30 percent of the psychologists and political scientists, and 27 to 28 percent of the faculty in the other disciplines studied. Perhaps the deans are biased against sociology because they receive little political support and much criticism from that corner of the campus. And perhaps sociologists are unusually hard on themselves because the teaching movement adequacy in the discipline has raised their standards. We cannot say with the data at hand, but we must admit that deans and sociologists ought to be able to judge teaching quality accurately. When deans and faculty agree on something, it is a rare event that must be taken seriously. If deans are biased against sociologists, we might expect to find that sociologists return the favor, giving their deans more negative evaluations than they receive from faculty in other academic disciplines. We asked our faculty respondents to rate...
The "Lost Generation" of Sociologists

by Thomas A. Lynn, Cornell University, and Gregory D. Squair, University of Wisconsin-Milwaukee

Between the mid-1970s and mid-1980s, graduate programs in sociology produced several hundred new PhD's each year. During this period, however, the demand for sociologists in academic institutions, the traditional job market for sociology PhD's, was weaker than in previous periods. One result of this imbalance between the supply of and demand for sociologists was that increasing numbers of new sociology PhD's sought work outside of academia or changed their career plans altogether. The "employment crisis" during the late 1970's and early 1980's generated a great deal of concern within the sociological community. A number of ad-hoc committees and task forces were formed within ASA and other professional associations to address employment issues. Most focused on trying to expand employment options for sociologists and helping unemployed and underemployed sociologists find suitable employment. Throughout this period, however, remarkably little systematic data was available.

To understand what happened to the cohort of sociologists who received their doctorates between 1974 and 1984, ASA provided funding in 1990 to the Committee on Employment to undertake a mailed survey of about 1200 individuals. The response rate was 35.7 percent. Some of the results from this survey are reported below. A description of the study population and methodology can be found at the end of this article. The survey data are available as an SPSS X export file through the ASA Executive Office.

**Employment Characteristics**

Although this cohort has been dubbed the "lost generation," about 60 percent of the respondents held professional positions, with about 55 percent of the men and 42 percent of the women in senior academic ranks (associate or full professor). Another 25 percent of men and 30 percent of women are in "senior level" research/administrative positions.

As expected, most sociologists in the survey work for either universities or colleges. Less than 10 percent work for non-academic employers, and only 10 percent work in the private sector. Even though a substantial number of the cohort found jobs outside of academia, the bulk of this employment was within the state/public sector and not the private sector. In fact, even over time, the percentage of non-academic employment held steady. Apparently, once a person finds work outside of academia, there is little opportunity to move back in or the person chooses not to move into academia.

Looking at their previous job histories, we found that 91 percent of the men and 92 percent of the women who received PhD's between 1974 and 1984 had at least one previous job; 65 percent of the men and 66 percent of the women had at least two different positions; 35 percent of the men and 37 percent of the women reported three previous jobs; and 15 percent of both men and women held four or more jobs. As might be expected, there was a general "upgrading" in job title over time for both men and women. However, men held disproportionately more professorial positions across all previous jobs.

**Job Characteristics**

A set of questions pertained to the characteristics of jobs respondents held since receiving their PhD's. For the sake of parsimony, only responses to their current job are reported in Table 2.

The vast majority of both men and women feel that their sociological training adequately prepared them for the jobs they have. This is not especially surprising given the large proportion of the study population working in sociology departments. Somewhat lower respondents felt that their salary was appropriate, given their level of education.

Overall, men were more satisfied with their salaries than women were with theirs. Nearly 71 percent of the men, but only 58.4 percent of the women, said their salary was appropriate.

Turning to pride in work, about 90 percent of both men and women reported that they took pride in their work. This pattern held for all previous jobs as well as current job. There was a slight diminishing in the level of pride respondents reported in earlier jobs, however.

About 80 percent of both men and women said that they use their sociological training in their current jobs. However, although the percentage of men who reported using their sociological training remained constant across earlier jobs, the percentage of women who reported using their sociological training in previous jobs was lower for earlier jobs.

**Slightly more men than women believe that their jobs promoted their career development as sociologists. About two-thirds of the men and 39 percent of the women felt that their current jobs promoted their career development as sociologists. These percentages decline for both men and women for previous jobs. One of the reasons why the respondents left earlier jobs may be the fact that those jobs did not enhance their career development.**

About 85 percent of the men and 83 percent of the women are happy with their present jobs. Only 15 percent of the men and 17 percent of the women would have preferred different jobs increases in careers for their earlier jobs.

**Job Satisfaction**

Several questions pertaining to job satisfaction were included. About two-thirds of both men and women said they would decide without hesitation to "take the same job." Only a very small percentage said that they would "definitely not take [that] current job." Similarly, when asked if they were free to go into any type of job they wanted, two-thirds of the men and 41 percent of the women said they would take the job they now hold. Likewise, almost 65 percent of the respondents would "strongly recommend" their current job to a friend. Over 90 percent of the men and women said they were either very satisfied or somewhat satisfied with their current job. Less than 10 percent said they were not too satisfied or not at all satisfied. Only about 20 percent of the men felt that their gender was a disadvantage in getting a job or in getting promoted. On the other hand, over 65 percent of the women said that their gender was a disadvantage.

**Anticipating The Future**

Three questions were asked regarding future employment and career opportunities. About 70 percent of the women and 78 percent of the men thought that their opportunities for promotion and advancement were either very good or pretty good. About 50 percent of the men and 75 percent of the women thought that within five years their chances for advancement were very good or pretty good. Finally, when we asked what would be the likelihood of finding a comparable position in the future, if they lost their job, about two-thirds of the men and 56 percent of the women thought that their likelihood was either very good or pretty good.

**Background Characteristics**

Only 7.7 percent of the men are single/never-married, while 18.8 percent of the women are single. 82.5 percent of the men and 91.6 percent of the women are currently married, compared to 76.8 percent of the women. Less than 10 percent of the men are divorced/separated, while nearly one-fourth of the women are divorced.

Men earn more than women. Over half of the men earn $50,000 or more a year, while less than 35 percent of the women have this level of income.

Slightly more women than men belong to ASA. Nearly 71 percent of women compared to less than 65 percent of men are ASA members. Interestingly, women are consistently more likely to attend ASA meetings than men. When we asked respondents to tell us which of the last six ASA meetings they attended, the percentage of women attending each meeting was higher than the percentage of men.

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Table 1: Current Employment Status

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>32.5</td>
<td>16.6</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>34.3</td>
<td>27.4</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>10.8</td>
<td>9.3</td>
</tr>
<tr>
<td>Instructor/Lecturer</td>
<td>0.8</td>
<td>3.4</td>
</tr>
<tr>
<td>Senior Researcher/Scientist/Analyst</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Junior Researcher/Scientist/Analyst</td>
<td>3.4</td>
<td>5.5</td>
</tr>
<tr>
<td>Other</td>
<td>5.5</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>(251)</td>
<td>(179)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>62.7</td>
<td>59.1</td>
</tr>
<tr>
<td>College/Community College</td>
<td>10.0</td>
<td>11.9</td>
</tr>
<tr>
<td>Federal Government</td>
<td>5.6</td>
<td>7.9</td>
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<td>State Government</td>
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<tr>
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<td>Non-Profit Organization</td>
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<td>Private Company</td>
<td>10.3</td>
<td>9.6</td>
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<tr>
<td>Other</td>
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<td>3.3</td>
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<tr>
<td>Total</td>
<td>(221)</td>
<td>(179)</td>
</tr>
</tbody>
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Table 2: Job Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>My graduate sociological training adequately prepared me for my current job</td>
<td>79.4</td>
<td>76.4</td>
</tr>
<tr>
<td>My salary is appropriate considering my education and training</td>
<td>79.9</td>
<td>58.4</td>
</tr>
<tr>
<td>I take a great deal of pride in the work I do on the job</td>
<td>95.5</td>
<td>90.5</td>
</tr>
<tr>
<td>My job really utilizes my sociological training</td>
<td>81.5</td>
<td>78.2</td>
</tr>
<tr>
<td>This job promotes my career development as a sociologist</td>
<td>65.6</td>
<td>58.8</td>
</tr>
<tr>
<td>I would have preferred a different job, but none were available to me at the time</td>
<td>14.5</td>
<td>17.4</td>
</tr>
</tbody>
</table>

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Table 3: Background Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>7.7</td>
<td>10.4</td>
</tr>
<tr>
<td>Married</td>
<td>82.5</td>
<td>56.8</td>
</tr>
<tr>
<td>Separated/Divorced</td>
<td>9.9</td>
<td>23.3</td>
</tr>
<tr>
<td>Widowed</td>
<td>0.8</td>
<td>1.1</td>
</tr>
<tr>
<td>Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under $5,000</td>
<td>0.0</td>
<td>5.8</td>
</tr>
<tr>
<td>$5,000-$25,000</td>
<td>0.4</td>
<td>4.7</td>
</tr>
<tr>
<td>$25,001-$50,000</td>
<td>4.9</td>
<td>5.8</td>
</tr>
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<td>$50,001-$75,000</td>
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Alumni Annual Meeting

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<tr>
<td>Washington (1985)</td>
<td>35.9</td>
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</tr>
</tbody>
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By Thomas A. Lynn, Cornell University, and Gregory D. Squair, University of Wisconsin-Milwaukee.
Conferences Held on Issues of Sexual Harassment

by Kristen Dautling

Sociologists Against Sexual Harassment

A new organization entitled Sociologists Against Sexual Harassment (SASH) held a day-long conference in Pittsburgh (August 20). The group discussed issues relating to sexual harassment in the academic environment. SASH was recently founded by sociologists and faculty members who discussed their experiences as authorities, and SASH director Lillian Fogg gave an overview of SASH, its goals, and its potential benefits. Attendees also discussed the logistics of the conference, including plans to host a national conference in the near future.

Second International Conference on Campus Sexual Assault

The Second International Conference on Campus Sexual Assault took place October 1-3, in Orlando, FL. This year's conference focused on getting services to victims, programs to reduce the magnitude of sexual assault, and legal and policy concerns for campuses. The conference consisted of lectures, panel discussions, and a "sharing circle," where various groups presented their information on sexual assault as part of an exhibit. The talks addressed every aspect of sexual assault, from the role played by alcohol, the media, and masculinity, to prevention programs for high schools and recent research on rape theory. Conference co-chairs, Renee Sandler of the Center for Women's Policy Studies, and sociologist Alan McVey of Westminster University, noted in their opening remarks that they hope the talks will inspire a grassroots movement for social change regarding sexual assault.

The conference was sponsored by the Safe Schools Coalition in conjunction with the following organizations: American Association of Women in Community and Junior Colleges; American Council on Education; American College Health Association; American College Personnel Association; Canadian Association Against Sexual Assault in Higher Education; Foundation for Safety's Sexual Abuse in the Student Personnel Administrators; National Association of Student Personnel Administrators; National Association for Women in Education; National Intercollegiate Association; National Organization for Victim Assistance; and the National Panhellenic Conference.

Plans for next year's conference in Nashville, TN, have already begun. Those interested in participating should consult the program for details.

The Lost Generation, from page 4

Final Questions

At the end of the survey respondents were asked, "Knowing what you know now, if you had to do it over again, what would you do at the time you decided to pursue a Ph.D. in sociology, what would you do?" A total of 66.3 percent of the women said they would pursue a Ph.D. in sociology; 33.7 percent of the men said they would pursue a Ph.D. in another field. 33.3 percent of the men and 31.4 percent of the women said they would pursue a professional degree.

Conclusions

The survey of the "lost generation" of sociologists undertaken by the ASA Committee on Employment revealed that a systematic attempt to investigate the careers of individuals who received their Ph.D.s during a period when the supply of new doctoral graduates greatly exceeded the demand for their services. The results, obtained from a "one-shot" survey of persons who received sociology doctorates between 1971 and 1984, reveal that most respondents have been able to secure jobs that matched their training.

Most respondents are working in academic settings and most of those who have full professional jobs. A substantial minority is working for federal and state government agencies, while only a small percentage are employed in the private sector.

Although the main objective of our study was not to examine gender differences in employment, it is clear that doctoral graduates during this period certainly depended heavily on a gender. We do not know, of course, the employment status of the proportion of the study population that did not meet their expectations.

It may be that a higher percentage of the non-respondents have abandoned sociology altogether and are working in jobs in which their sociological training is of little use. However, the fact that very few of the people who responded to the survey appear to have "dropped in sociology suggests that the job market has been able to absorb and utilize the talents of a large number of Ph.D.s that were produced between 1971 and 1984.

The data collected in this survey can be used to address a range of important theoretical, substantive, and policy questions pertaining to the labor market activities of sociology Ph.D.s. The results presented in this report reflect only a very broad overview of the type of information that has been collected.

How The Study Was Organized

A subcommittee of the Committee on Employment took responsibility for organizing and carrying out the survey. The subcommittee, consisting of Gregory Squires, University of Wisconsin-Milwaukee; Arthur Aida, Aida; Ronald S. E. Davis, University of Wisconsin-Milwaukee; and Thomas Lyons, Cornell University, organized the mailing lists and handled the printing and mailing of the questionnaire. Aida took the lead in constructing the questionnaire. And Lyons handled the data processing. When the Committee on Employment finalized its activities, they recommended that a follow-up survey be conducted with ASA members.

From the 1990 Guide to Graduate Departments, published by the ASA, all Ph.D. granting institutions were included in terms of the number of full-time faculty on their staff.

The alumni office of the first 10 on the list contacted the following participants: Early in the process, two universities indicated that they would probably not be able to participate. Anticipating some degree of non-participation, the next 10 universities were contacted. While 13 schools provided mailing lists of their sociology Ph.D.s, this does not mean that the other seven refused to cooperate. Some schools indicated that they would not or might not be able to participate. However, when the names and addresses of 130 sociology Ph.D.s in 13 schools were received, the subcommittee stopped soliciting names.

The following schools provided names of persons who received Ph.D.s in sociology from 1974 through 1984: University of Indiana; University of North Carolina; North Carolina State University; University of California; University of Michigan; University of Maryland, Park; University of Wisconsin; University of California-Berkeley; and University of California-San Diego.

Questionsnaires were mailed to the 350 persons beginning in December 1991 and continuing throughout March 1992. One consistent result of this first mailing was to include only public universities. Because both ASA and the Committee on Employment thought it important to gather information from persons who received their Ph.D.s from private universities, a second mailing took place in late 1992.

The method for selecting the private universities was similar to that employed for the public ones. The two largest private institutions were selected from the ASA Guide to Graduate Departments. Alumni offices of each of these two institutions were contacted with requests for current names and addresses of all individuals receiving sociology Ph.D.s between 1974 and 1984. Seven schools agreed to participate. As a result, 151 names were obtained from Chicago University; Boston College; Cornell University; Howard University; Lehigh University of Chicago; Northwestern University; and the University of Pennsylvania. Questionnaires were sent to individuals who received Ph.D. degrees at these institutions beginning in late 1991.

In total, 130 (115-151) questionnaires were mailed to the names we received from the public and private universities. Of these, 50 were returned as "undeliverable" by the U.S. Postal Service. 36 respondents reported that they received their Ph.D. outside of the 1974-1984 window, six received their Ph.D.s from a university not on our list, and three individuals reported a non-sociology Ph.D. 95 questionnaires were returned. 72 were completed.

It would be noted that only one mailing was sent to the names on the list because of limited funds. All non-respondents were sent a second questionnaire.

In general, the schools selected represent a diverse range of programs. They are geographically diverse, including schools from the East, South, Midwest, and West. They include both top-ranked academic departments and mid-range sociology programs and, of course, represent both private and public institutions.

Correction

A criticism was omitted in the article by Hall in November Footnotes. It should have read:

"The sequence is forthcoming in A Critique of Contemporary American Sociology. Veel Vaughan, Gideon Seppen, and Larry Robbins (editors), General 15th. We apologize for the omission."
Are There Floor Scores?

The November 1992 issue of Footnotes carried an important article by James Wood and Amy Wong that demonstrated the low correlations between GRE scores and graduate school success. I have long believed that, in general, GRE scores (and for that matter SAT scores even undergraduates) are not predictive of academic success, both because of inadequacies in the tests and because motivation and the will to work hard are hardly extremely important components of success in any endeavor and are probably unrelated to test scores. However, there is one crucial way in which standardized test scores may be quite productive and success, which simple correlational studies cannot address. It may be that there exists for each discipline an academic program’s “floor score” on the GRE test on which successful students (verbally or math) score.

Students who score below the “floor” may be no more adequately prepared to do the academic work required in a graduate program that success is high but unlikely regardless of the student’s commitment to hard work. Scores above the “floor score” indicate that virtually all students have been successful in doing the required work at an adequate level, and their level of success would be best predicted by discipline-specific factors.

I am no specialist on this topic and do not know the literature in the area. I write this as a null hypothesis—a null hypothesis to attempt to identify whether such “floor scores” exist and what they might be for different disciplines or academic programs have been done, it is important that the results be widely disseminated. If there have not, I think that it is very important that such research be conducted before we either continue the demonstrably useless, but apparently widespread practice of assuming a linear relationship between standardized test scores and success, or, conversely, conclude that such scores are irrelevant and their use is unnecessarily harmful to many students. If, indeed, “floor scores” do exist, then rejecting applicants who fail to achieve them saves a lot of agony and failure for those students (as well as to time and probably money), as well as scarce departmental resources, without penalizing those students whose scores would have historically succeeded in a reasonably high but whose test scores are merely adequate.

If our research demonstrates that there is such a thing as a “floor score,” it should be incumbent upon each department to sufficiently discuss and establish rigorously what that score is—the total GRE and on its constituent parts. There is every reason to believe that such scores will vary not only between disciplines, but within each discipline among departments, whose strengths, requirements and specialties vary.

Janet Saltzman Chejfec, University of Houston

GRE Issues to Consider

In the last issue of Footnotes, Wood and Wong attack the use of Graduate Record Examination (GRE) scores in graduate school admissions. From 1983 to 1991, I thought about graduate admission test use a lot, as I was then vice president for research and then vice president for research and test development at the Graduate Management Admission Council. I was in the vanguard of the Graduate Management Admission Test (GMAT), which is taken by about a quarter of a million college graduates each year. I either performed, reviewed, designed or had some responsibility for more than 400 different graduate school admissions validity studies. Some of these studies were on foreign students, some on minority students, some on students at schools with highly competitive admissions and some students at schools with virtually open admissions. Some studies involved with analysis, some involved Stein estimation and empirical Bayes estimators. Some studies dealt at length with multiple selection problems (because most graduate students would rather drop out of school than flunk out, for example). Because validity also tends to have these test studies, and my reading of the considerable literature on such topics, I am confident that GRE scores should be a basis for much of the selection process. However, there are a few points to consider before eliminating the GRE as a predictive device.

Several studies have been made on the use of GRE scores in graduate admissions. Most of these studies have been done on various factors (such as grade point average, conversations between the graduate school and the GRE) that are known to be good predictors of academic performance, whether that performance is measured by graduate school grades, degree completion, program speed or, other success measures. However, when performance is measured by first year graduate school grade point average, we find some schools at which GRE scores (GMAT scores in particular) have partial standardization effects of 0.4-0.6 (higher without reliability correction). In general, with schools with high com...
Focus on Departments, from page 3

the amount of participation allowed by the dean in his or her management style, and for the adequacy of the dean's communication.

The second question is whether the two questions with respect to each faculty member's department chair. Sociologists were not more aware of the importance of communication than other faculty, and they were actually slightly more positive than average on their evaluation of communication within their own department. They were similar to other faculty in their ratings of the management style and adequacy of communication within their department.

There is nothing in these results to suggest that sociologists are unusually negative about their departmental chairs.

Two other questions in the survey asked about educational policies and instruction. Our educational policy question inquired about the degree of impact that faculty members had on the quality of education in their departments. Sociologists did not differ from other faculty on this variable, however, there were some interesting differences on the instruction question. In Table 3, we see that sociologists were less likely than other faculty to change courses, that the courses they did change were not drastically different, and that faculty members were not influential or very influential in their students' lives. In the previous study, the sociologists viewed faculty committees as influential or very influential, as compared with the students and the other faculty respondents. Faculty in other disciplines were remarkably consistent in their opinions about the influence of their faculty, and the influence their students felt they received from their faculty, ranging from 40 to 44 percent among the eight disciplines. This makes sociology stand out as by far the most subjectively disenfranchised field that we studied.

We have outlined above some dimensions on which sociology differs from other liberal arts disciplines in academia. Sociologists are more diverse, more critical of their department's teaching, less respected by their peers for the quality of both their research and their teaching, and feel less discerned in university politics. The general picture of sociology departments which emerges is one of a political disillusionment which we believe has led to many of these departments being in serious trouble with their deans.

Consequences for Sociology Departments

As the title of this article implies, we believe that the recent talk (and some action) about closing sociology departments around the country is not just random cost cutting by administrators. It is also part of a broader trend teaching and research carried out by sociologists is at significantly lower quality than teaching and research in other fields of the liberal arts. Where deans and other administrators believe that they have to choose a department, the department of sociology is, in many cases, the one least likely to survive.

Supporters of sociology claim that it is one of the best disciplines for graduate work, and that major professional development resources in sociology are in many cases better than in other fields. This is partly true, as many sociologists have left the faculty and gone into the professions directly, and also because the faculty are less retiring and more active in administrative positions than in other fields.

In conclusion, we believe that the sociologists are not random targets of administrative violence, and we believe that the problem exists because the department has been too long underfunded and undervalued.

References


Miami, from page 1

Emergency Management Agency's (EMA) mandate exemplifies this bias. As one official put it, "If a person only had a trailer before, that is all they should have after."

The consequences for future disasters tend to repeat.

Agriculture, for example, a major part of South Dade's economy, is highly dependent upon seasonal migration. The migrant trailer camp and most low-income housing in the vicinity were leveled by the hurricane. During the afternoon of the hurricane, local officials talked about using the opportunity to plan for both better housing and better growth. At the same time, local officials were under tremendous pressure to quickly solve the housing problem from both the federal government and the mouni.

This is in an environment that no new temporary solution will become permanent. At least until the next hurricane.

A second apparent result of market-driven recovery is the ability of national chains to get back into business well before small businesses can rebuild. One dramatic example was the sudden appearance, days after the hurricane, of a new fast-food franchise in a heavily damaged locale—pre-fabricated, trucked in, and complete with landscaping and gas station.

The reproduction of poverty during the recovery process was particularly evident in the tent city erected by the military to provide temporary housing for those who had no other alternatives. One interview with a women living in a tent city was unforgettable. It was a hot September day and the air was thick with dust and grit, and the oil used to water the tent canvas.

The constant din of military trucks and helicopter forced the interviewees to shout to be heard. This situation, the woman said, was of far less importance than a final fireday for her family's medical care, and a safe place for her children to play within the bounds.

A few weeks later, the tent cities were disassembled. Most residents were sent to other emergency relief centers, homeless shelters, FEMA trailers, or to their own homes. With a major shortage of new housing, and ongoing evictions from existing dwellings declared unsafe or damaged by federal officials, recent surveys suggest a new population of homelessness growing.

A major objective of the conducting research was the way of Hurricane Andrew's effect on the make-up of this recovery process. The agenda includes following a sample of households over the next few years to compare the process of the small scale and use of resources, decision-making, and the rate and degree of recovery. Findings from the first year will be presented at the SA meetings in Miami Beach—an appropriate commemoration of the first anniversary of Andrew's visit.
Parochial Content Reported in U.S. Undergraduate Sociology

by J. Michael Armer, Florida State University

Undergraduate courses in sociology at U.S. colleges and universities continue to neglect information and insights from the rest of the world according to a recent report of the ASA Committee on International Sociology's Task Force on Undergraduate Education. The Task Force surveyed a systematic one-fourth sample of all sociology departments (including joint departments with other disciplines) in universities, colleges, and junior colleges throughout the United States. A letter and survey were sent in March 1992 to the chairpersons of these departments requesting that all undergraduate courses for the spring term be listed and that the instructors estimate the amount of time spent on international content in their undergraduate courses.

Replies received from 111 departments provided information regarding 1252 sociology courses. On the survey form, instructors were asked to "Estimate how many total class hours are devoted to international content during the term" in each course they were teaching. Out of the 40-45 class hours that most courses meet each semester or quarter, the average amount of international content was 5.3 class hours for all courses in the survey. According to the Task Force report, this means score probably overestimates because a small number of courses (such as those on international development or particular societies) devote the entire course (30 to 45 hours) to international content. In fact, the modal number of hours of international content per course is 0 (for 250 courses). Half of all courses had from 0 to 3 hours of international content, i.e., the equivalent of one week or less of a normal 15 week semester. In only 4 percent of the courses did instructors estimate they spent at least half of the class time (21+ hours) on international material. (See Table 1)

The Task Force suggested that the amount of international content is likely to be even lower in departments that did not reply to the survey. Thus, the overall evidence suggests that the vast majority of undergraduate sociology courses in U.S. institutions contain little or no international content according to instructors' own estimations.

In Table 2 of the report, specific courses that constitute the core undergraduate curriculum in most departments include almost no lower amount of international content than the total pool of courses. Introductory Sociology, Social Problems, Marriage and the Family, and Social Psychology are the four most frequently offered courses in the sociology department surveyed (45% of all courses). The mean number of hours spent on international content in these basic courses ranges from 4.3 to 6.7 hours. For the pool of all remaining courses, the mean is 5.9 hours, a statistically significant difference. These results do not vary much by type of department, term length, or 2-year versus 4-year institutions.

The Task Force acknowledged that the data compiled for the survey are very crude as a result of the limited objectives and resources available, but argued that the general picture is quite clear. The undergraduate curriculum in sociology is everything but parochial and pays very little attention to human behavior or social forms beyond the boundaries of U.S. society. The report states that, "In a world in which international linkages, external forces, and global interdependencies are increasingly pervasive and in which cross-cultural understanding and international awareness are increasingly crucial for intelligently functioning in society and individually, the lack of international content in the sociology curricula in U.S. universities and colleges is a serious shortcoming of education in the discipline."

In addition to reporting on the current state of internationalization of sociology curricula, the Task Force seeks to increase the international component in other syllabus collections and materials published by the ASA Teaching Resource Center and to continue the project of "What Should Sociological Majors Learn About the World?" a set of essays by Edward A. Tiryakian, Emmanuel Wallartowski, William Foote Whyte, and J. Michael Armer published in Group For tro: Internationalizing The Disciplines (edited by Sven Gerringmings and David Wiley, 1990). The Task Force members are Michael Armer (chair), Nancy Goodman, Anne W. Martin, Raymond Olson, and Donald P. Wheeler. Persons having suggestions or an interest in joining in projects to promote international content in undergraduate sociology courses are encouraged to contact a Task Force member.

Persell Named As First Williams Lecturer by ESS

Caroline Hodges Persell, chair of New York University's Department of Sociology, has been named as the first Robin M. Willi mson, Jr., Distinguished Lecturer by the Eastern Sociological Society for the recent years. The award was established by ESS in 1992 to honor Williams' many contributions to the Society, recently as the founding editor of its journal, Sociological Forum.

In selecting Caroline Persell to inaugurate the Lectureship, the ESS Executive Committee was impressed by the degree to which she personifies the qualities sought for the position. As is demonstrated in such books as Education and Inequality (Free Press, 1977) and Preparing For Poor America's Elite Boarding School (with Peter Cook; Basic Books, 1984), Persell has a knack for tackling large themes in a sociologically rigorous way and, at the same time, to speak in a broad audience. Moreover, under graduate education has been a special concern throughout her career. She has written a major introductory textbook, (Understanding Society, which is currently in its third edition (HarperCollins, 1990). In 1991, her contributions to teaching were recognized by the ASA Undergraduate Education Section, which bestowed on her the Hans O Ohlin Teaching Award.

It was the view of the Committee of the ASA that Persell's contributions to the study of education and sociology and to the discipline of sociology have been noted and underscored in various academic journals, including the American Journal of Sociology, the American Sociological Review, and the American Journal of Education. The ESS has also been recognized for her contributions to the study of education and sociology and to the discipline of sociology.

Barbara Estab lishes Fellowship in Honor of Bendix

The Institute of International Studies (ISS) at the University of California, Berkeley, has announced an endowed fellowship in honor of the late sociologist Edna Bendix. The endowed fellowship was established with a gift of $1 million from the estate of Edna Bendix, a former professor of sociology at Berkeley. The fellowship will support graduate study in the areas of political and social theory or historical studies of society and politics.

The fellowship is intended to keep alive the traditions of interdisciplinary, comparative, and theoretically informed scholarship created by Professor Bendix. In testimony to Bendix, Berkeley colleagues in the ISS write that his "final hours were spent in the classroom; this was a fitting conclusion to a long and laudatory career devoted to scholarship, service to the university and the profession, and very importantly, to teaching and mentorship. His intellectual contributions and generosity of spirit have been deeply appreciated for more than five decades by students and colleagues throughout the world."
Competitions
National Search for Research Assistants. One to two 12-month assistantships are available to PhD students in the ASU-School of Justice Studies for a position in Theory and Research. The position will involve working with women breaking the glass ceiling and the documenting of the military. Students will be expected to work with Professor Rita Mire Kelly, principal investigator and chair of the National Science Foundation-funded Division of Health, Policy, and Health Services. Funding is available for the position in the amount of $10,000. Papers should be submitted on a topic relevant to the general interests of the Division and should be submitted by April 1 to Lynn Schenston, Department of Society, State University of New York at Stony Brook, 11700-0001 or by April 1 to lessons@uoregon.edu.

The Summer Science Program (SSP) for PhD students in the area of Health, Policy, and Health Services is offering an award for the first student to present their work on a topic relevant to the general interests of the Division and should be submitted by April 1 to Lynn Schenston, Department of Society, State University of New York at Stony Brook, 11700-0001 or by April 1 to lessons@uoregon.edu.

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Continued on next page
Awards, continued
Joshua Meyrowith, University of New Hampshire; from the 1993 Lindberg Award for Outstanding Scholarly Achievement by a Librarian in the Sciences to Arts.

Stewart Tulsky, State University of New York-Albany, and E.M. Beck, University of California-Irvine, from the Social Science History Association's 1992 President's Book Award for the manuscript entitled A Festival of Violence: An Analysis of the Lynchings of Blacks in the South, 1881-1930. The book will be published by the University of Illinois Press.

Sharon Jacob, Brookline College and City University Graduate School, won the C. Wright Mills Book Award for the Society for the Study of Social Problems for her book Landscapes of Power: From Detroit to Disney World (University of California Press, 1992).

New Books
Martin Buhner, University of South- hampton; Kevin Galus, University of Washington, and Katharine Kish Shiue, State University of New York, Buffalo, for the Social Science History Association's 1992 President's Book Award for the manuscript entitled A Festival of Violence: An Analysis of the Lynchings of Blacks in the South, 1881-1930. The book will be published by the University of Illinois Press.

Fred Davis, Fashion, Culture, and Ideology (University of Chicago Press)
Timothy D.此刻显示第39张幻灯片
Nightingale: Narratives of Nursing Home Care (University of Chicago Press)
Kwesi K. Aboagye, State University of New York, Buffalo, for the Social Science History Association's 1992 President's Book Award for the manuscript entitled A Festival of Violence: An Analysis of the Lynchings of Blacks in the South, 1881-1930. The book will be published by the University of Illinois Press.

Roger Schubert and Richard W. Kendall, State University of New York, Buffalo, for the Social Science History Association's 1992 President's Book Award for the manuscript entitled A Festival of Violence: An Analysis of the Lynchings of Blacks in the South, 1881-1930. The book will be published by the University of Illinois Press.


Pall H. Kendig, Director, Leonard Ger- manology Center, La Trobe University, Melbourne, Australia, Akiko Hasehi- shito, Assistant Professor, Department of Sociology, Sendai University, and Larry C. Corrigan, Associate Professor, School of Social Work, University of Michigan (editors), Ethnic Identity (for the Elderly) (University Press).

Regina H. Kellen, Tennessee State Col- lege, Reproductive Hazards in the Work- place (Gordon Kunda, Tel Aviv University, Engineering Culture (Temple University Press).


Innisrat Mistrall and Ammon Sper, Indiana University-Purdue University (editors), Religion and Politics in Comparative Perspective: Reprint of Religious Foundations in East and West (Westport, CI: Praeger Publishers, 1992).


Barrie Thom, University of Southern California and Marilyn Talson, Stanford University (editors), Rethinking the Farm (Prentice Hall, 1992).

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Tenth Annual Summer Series on Aging, July 13-15, 1993, Hyatt Regency Hotel, Lexington, Kentucky; in being sponsored by Sanders-Brown Center on Aging at the University of Ken- tucky: Contact Linda Cimbrello, Sanders-Brown Center on Aging on Aging at the University of Ken- tucky: Contact Linda Cimbrello, Sanders-Brown Center on Aging (606) 257-2179.

The Department of Sociology at the University of Georgia will host the second annual Summer Workshop in Field Work Methods in Athens, Georgia, from June 20 through July 19, 1993. This National Science Foundation-supported program provides advanced training in field work methods, con- taining, seminar-type sessions with field work in the Athens area, culminating in the guidance of a faculty advisor. The workshop is limited to 15 participants. The program is open to graduate students, postdoctoral scholars, and faculty. We anticipate admitting up to 12 students, available only to graduate students. Stipends provide $20 per day in travel and living costs and a waiver of the workshop fee. Application deadline is March 15, 1993. For fur- ther information and an application form, please contact Professor Linda Grant, Workshop Director, Depart- ment of Sociology, Baldwin Hall, University of Georgia, Athens, GA 30602, or (706) 542-0241, E- mail: L GRANT@UGAEDU.

Other Organizations
Free service available from the Center for Early Adolescence. A new catalog, detailing annual summer workshops, training materials, and other resources published by the Center for Early Adolescence of the University of California, San Diego, is available free of charge. To receive your free catalog, contact: Cen- ter for Early Adolescence, University of North Carolina Chapel Hill, D-32 Carr Bell Hall, Chapel Hill, NC 27514-2750 (919) 966-1184 (FAX) 919-966-7077.

The Social Science Research Council has announced the availability of the Urban Underclass Database, a com- pulsorily published data containing panel study data over a 20-year period (1972-1990) and some 5,000 economic, social, demographic, crime and health indica- tors for men and women and their poverty subsamples. The Database was designed by sociologist John D. Boeser of the University of North Carolina. For further information contact: Andes Birch, Center for Human Development, 3344 University of North Carolina, Chapel Hill, NC 27514-3440. (919) 962- 0300.

If you would like more information about a National Institute of Mental Health study which provide rare and timed living evidence of a genetic link between depression and substance abuse disor- ders, please contact: J. R. Neale, 911-436-4355.

Deaths
Selden D. Barcon, Professor Emeriti- tus of sociology at Baikon University and former professor of sociology at Yale University, died December 6 in Manhattan. Frank Davis, Professor Emeriti- tus of the Grad- uate School and University Center of the City University of New York, died October 1.

Obituaries
Frances Robbins (Flora) Allen, mowed Professor of Sociology at Florida State University, died October 28, 1992, follow- ing a short illness. Although he recently retired in 1985, he had continued teach- ing part-time through 1987 and was an active practice professionally until the day of his death. He was born in Hatfield, Connecti- cut, and attended the Leomin School during his prep years, continuing on to Amherst College where he graduated in 1916. He then studied at Harvard and Oxford Univer- sities, where he received an M.A. degree in 1918. He moved to the University of North Carolina, but World War II inter- rupted his higher education, and he joined the U.S. Army. He was not before
Offical Reports and Proceedings
Section Annual Reports
Organizations and Occupations
The Organizations and Occupations Section maintained an extensive program at the 1992 Annual Meeting and expanded its membership during the year. The section newsletter published a series of reports on university and research developments in the area of occupations and organizations, the Annual Meeting included a special session on careers, in the field, a visit by a labor leader and a session on organizations and economics, and the section compiled a set of teaching materials for the field.

The annual Weby Award for the outstanding book published during the preceding three years was presented jointly to Arthur Stinchcombe for Information and Organizations (University of Californ, Press, 1991) and Michael Hannan and John Freeman (Organizational Ecology (Harvard University Press, 1989). The award committee consisted of Lynne Zucker, chair, and Walter W. Powell and Jennifer Singh.

The Thompson Award for the outstanding student paper of the past year was presented to Dangury Shin, a doctoral student at Yale University for 'Commodiety Institutional Pressures and Loan Coupling: Organizational Legitime and the Rise and Decline of Refrigeration in Social Movements.' The award committee was chaired by Joseph Galaskiewicz and included Mary Zey and Paul E. Thomas.

Guiding the Section's work during the year were Chair-Elect Daniel Kolko, Secretary-Treasurer Emery Combs, and Council members James Lasnics, Patricia Ross, Neil Hopkins, Joanna Milks, Teley Panoff, and Vicki Smith. The newly elected Chair for 1993-94 is Cynthia Turc-Epquist. The new Secretary-Treasurer is Patricia Tan and the English Language and Mike Mimsiaux joined the Council.

Section activity at the Annual Meeting included three regular paper sessions and an extensive poster session. The program committee that reviewed the large number of submissions and organized them into sessions consisted of Raymond Bower, Chern, Bradford, Gray, Diane Zavaglia, Donald Tomaskovic-Devey, and Joyce Rothstein. Anne Kellmab orga- nized a special session on integrating sociological and economic perspectives on organizations. The panels were on specific topics selected by Nicole Suggs, Mark Crovitz, James D. Montgomery, and Arthur Stinchcombe.

Continued on next page

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Nicole Biggert created a session on cancer development in the areas of oncology and biochemistry at the NCI Premiers by Marshall Meyer and W. Richard Scott. The Section has sponsored a special visit by the International President of the United States Knowledge, American, Peter Williams, who discussed the role of the NCI Premiers for U.S. labor movement.

The Membership of the Organizations and Occupations Section continued to publish the Sections’ chronicle, The Membership, which was announced in the January Bulletin. The Section had compiled a list of members who wished to be notified of membership opportunities during the year. The newsletter included this membership and other sections: Society for Neuroscience (SfN) and Society for Neuroscience (SfN) organization. The July Bulletin organized the SfN Member Directory and Society for Neuroscience (SfN) organization. The November Bulletin organized the SfN Member Directory and Society for Neuroscience (SfN) organization.

During 1992-1993, the Section received several proposals from the Committee on the Bulletin to change the format of the newsletter. The majority of the content was submitted after a review by the editorial board. The most recent changes included a move to a more reader-friendly format and an increase in the number of pages. The Section continues to evaluate the format and content of the newsletter to better meet the needs of its readers.

The Section newsletter included content on future directions for the Section and featured by Daniel Camperbell, Daniel Camperbell and others, descriptions of programs in organizational studies at Stanford, Michigan, and elsewhere; and an overview of the National Agricultural Research Service (NARS). The Section newsletter also included a feature on the NARS-supported research at the University of Texas as well as updates on the NARS-sponsored research at the University of California, Davis.

The Bulletin Advisory Committee met with NARS and Texas A&M University to discuss the Section’s annual meeting theme. The committee recommended a workshop on the future of agricultural research and extension. The workshop was scheduled for February 1994, and the meeting theme was selected as the focus for the meeting. The workshop was well attended and received positive feedback from the participants.

In conclusion, the Section continued to provide a valuable resource for members interested in the field of agricultural research and extension. The Section newsletter was published regularly, and the annual meeting theme was selected to reflect the current trends and issues in the field. The Section continued to work towards improving the membership and overall significance of the Section within the NARS.

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Exploring Current Ideas in Sociology

**SOURCEBOOK OF FAMILY THEORIES AND METHODS**

*Title: The Complex Family* by G. S. Boice, William J. Doherty, Ralph LaRooy, Walter R. Schumm, and Suzanne K. Steinmetz

This book provides an overview of the complex family concept and its historical development. The book covers a wide range of topics, including definitions of family, the nature of family relationships, and the role of family in social and cultural processes. The book is intended for students, researchers, and practitioners who are interested in understanding the complexities and dynamics of the family.

**SOCIAL FORCES**

*Issues and Topics* by Sherry Turkle and Tsunoda

This journal presents current research and perspectives on social forces, such as technology, culture, and society. The journal is published biannually, and each issue includes articles, book reviews, and a list of forthcoming events.

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**The Planum Series in Crime and Justice**

*Editors: James Alan Fox and Richard Lippa*

**RAPE LAW REFORM**

*Grassroots Revolution* by Cassia Spohn and John Lott

This book presents a grassroots approach to the issue of rape law reform. The book provides a comprehensive analysis of the different approaches to rape law reform and highlights the successes and challenges of grassroots movements.

**RACE AND THE JURY**

*Racial Discrimination and the Search for Justice* by Hiroshi Fuciki, Edgar W. Burford, and Richard Kostro

This book examines the relationship between race and the justice system. The book provides a critical analysis of the history of race and the justice system, and it discusses the challenges and opportunities for change.

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**THE POPULATION OF MODERN CHINA**

*Editors: D. P. Poston, Jr., and David Tauxe*

This book provides a comprehensive overview of the population of modern China. The book covers topics such as demographic trends, migration, and population policies. The book is intended for researchers, policymakers, and students who are interested in understanding the population dynamics of modern China.

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**Continued on next page**
Since they were held during the last ses-
tion of the last day, this was inevitable to
intellectual commitment of social psy-
chology.

At the Awards Session, Joseph M.
Whitney of the University of Washing-
ton received recognition for the best
paper by a student in social psychology.
His paper was chosen from 30 submis-
sions by a committee consisting of Gary
Finke (chair), Anne Starbuck, David
Weg-
ner, and David Ross. The committee
also selected two papers by FJ McGarr
and Harriet Elizabeth Hayes of the Uni-
versity of Pennsylvania for honorable men-
tion.

Unfortunately, not all section events
in Pittsburgh dealt with such happy ac-
cessories. Morris Rosenberg did this last
year, hearing an intellectual and perso-
nal gap that was deeply felt by many. The
Section co-sponsored a memorial to
Marc with the University of Maryland,
his department, John Clissold, Roberta
Simonson, Michelle Kline, Ralph Turner,
Leonard Peplau, Victor Goras, and Peter
Broderick. The committee also included
and members of the packed audience rose to pay tribute to
Marcy and what he meant to us as as social
psychologists and people.

The memorial was followed by the Sec-
tion reception, jointly sponsored with the
SEPP on Thursdays. As in previous years,
the reception was moody and melancholy,
with well over 200 people attending and
spilling out into the hallway.

Business Meeting, at 8:30, went well.
There were no striking issues raised, but
some basic matters of business were
attended. In response to a request from
ASA, we voted to modify our bylaws to
establish a mechanism for filling a vacan-
cy in the chair position with the chair-elect. Language to his effect will be
put to the membership in the next Section bulletin.

Speaking of bulletin, a second item of business was to announce the results of
Section elections. Although the nomina-
tions committee (Lawrence Rhue, chair,
Allen I. Katz, Karen Cusk, Kamer Bagwell,
and Peter Barlow) worked under some
several organizational difficulties this
year, they pitched in to produce an excel-
lent slate of candidates and complete the
election before the meetings. Gary Finke
is our new chair-elect. Joe Sell is the sec-
tary-treasurer, and Kathleen Clemenst
and Barry McPherson will join the coun-
cil, assuming us of first class leadership for a
long time.

A third event, raised at the council and
business meetings, was the perennial issue
of money. The demand of having a lot of
student members who pay reduced dues
is not income is low for the size of our
membership. Contributions that we have
taken on such as paying up to $500 of
costs for expenses of the winner of the student paper award have raised our surplus
and we are facing a small shortfall before
long. Since the Section will receive remi-

Continued on next page

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THE SOCIETY FOR APPLIED SOCIOLGY is an organization for professionals involved in applying sociological knowledge in a wide variety of settings. Membership in SAS includes: a quarterly newsletter The Useful Sociologist, our journal, The Journal of Applied Sociology, an annual awards meeting (October 1993 in St. Louis, Missouri...get a call for presentations), national headquarters, and a newsletter as Discreetly Pampered as to have an unabashed by the editor, John Miller, Editor in Chief, AESS-RALR, 2001 S. University,
Little Rock, AR. Call: 501-569-3234 FAX: 501-569-877 FAX: JNET: jmmiller@ualr.

Social Insight: Knowledge at Work (Coming Late Fall 1993). This new publication of the Society for Applied Sociology will be an annual magazine focusing on the application of sociology. We plan to reach professional and applied sociologists as well as students at all levels. Social Insight is expected to be available as a valuable addition to the classroom. For Submission Guidelines Contact: Alex Boros, Social Insight, Editor in Chief, Department of Sociology, Kent State University, Kent, Ohio 44242. Call: 216-672-2440.

1993 Annual Conference, October 14-17 in St. Louis, Missouri. With keynote address by renown author and prominent
researcher, Earl Babbie, and a variety of workshops and presentations, our annual conference will address the theme: The Craft of Applying Sociology. "Submissions may address this theme and any others related to applied sociology. Contact: Joyce Intorcich, SAS Vice President & Program Chair, Keystone University Research Corporation, 652 W. 17th Street, Erie, Pennsylvania 16502. Call: 814-453-4713 FAX: 814-453-4714.

Attention Students...

We Welcome and Support Student Members. Reduced membership fees, access to the field of applied sociology and an outstanding student coordinator are just a few of the benefits for students to join SAS. SAS will host the annual undergraduate and graduate competition for applied sociology students at our annual meeting in St. Louis, Missouri. We encourage students, undergraduate and
graduate students, to submit their work. Contact: Ann Walawander, SAS Student Coordinator, Research Institute on Addictions, 1267 Main Street, Buffalo, NY 14203. Call: 716-887-2220, FAX: 716-887-2210.

"Isn't it Time to Get Actively Involved in Applied Sociology? SAS welcomes you!"

Steve Steele, President 1992-93, SAS
are clearly in good hands.

Finally, I would like to thank several outstanding section officers for all their hard work. Rating: council members Lynn Smith-Lovin and Judith Howard have been especially active and dedicated, serving on and chairing Cooley-Mead nominations, graduate student participation, and membership committees, among others. Mary Glenn Wiley, the outgoing treasurer, is widely acknowled-
ged to have saved the section from financial ruin by finally sorting out our mone
t situation and rationalizing our accounts. I also want to personally thank my predecessor on the job, Jane Pescosolido, who was enormously helpful with records and advice about the duties of the chair, which saved my admittance and organizational chaos. The membership and editors of the section make the job of their worth-while.

Cecilia L. Ralston, 1993 Chair

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The Sydney A. Spivack Program on Applied Social Research and Social Policy is a multisited effort to show the usefulness of sociology to policymakers and the public. Made possible by a gift from the Cornerhouse Fund, the Spivack Program supports a variety of initiatives to bring sociological research to bear on important social issues. To date, the Program has sponsored a Congressional briefing on Work and Family Linkages, and a press briefing on that topic linked to the passage of the Family and Medical Leave Act. A future briefing will address sociological insights on AIDS. The Program is planning a workshop on sociological work on social violence to shape an NIOA agenda for federal agencies. At the 1993 Annual Meeting, the Program will sponsor a workshop on immigration for local community leaders. As one of the six core programs of the Executive Office, the Spivack Program will advance the connections of our field to important societal issues.

Membership in ASA benefits you!

ASA Teaching Workshop

Integrating Race, Class, Ethnicity and Gender throughout the Sociology Curriculum

Date: June 4-6, 1993
Location: Chicago, IL
Staff: Catherine Herdtke, St. John's College
Elizabeth Higginbotham, Memphis State University
Marcia Segal, Indiana University

Participants will:
- discuss how to use race, class, gender, and ethnicity as the central categories of analysis in sociology
- develop strategies for overcoming resistance to new materials on race, class, gender, and ethnicity
- examine guidelines for reviewing existing courses and building a more inclusive sociology curriculum
- share resources for teaching inclusive courses

For additional information about any session or service, please contact: Jeanne Ballantine, ASA Field Coordinator, Department of Sociology, Wright State University, Dayton, OH 45439, (513) 937-3145