1998 Annual Meeting

California Lessons Outside the Annual Meeting

Editor's Note: This is the second in a series of articles in anticipation of the 1998 ASA Annual Meeting in San Francisco.

by Tracie Danforth
ASA Meeting Services Assistant

The days of the 1998 Annual Meeting will most likely bring sunny California weather mixed with insight, thought-provoking presentations, and studies. Eventually, however, you are likely to get an itch to leave the meeting for an hour or two to venture into the city to explore. And what better city could there be to explore than San Francisco?

When most people think of things to do and see in San Francisco, images of the Golden Gate Bridge, Fisherman's Wharf, and Alcatraz Island come to mind. But there are other, sometimes hidden, yet enjoyable spots in the city. If you look well, you just might find that you have not truly tapped into the city's pleasures at all, but have found much bigger "rooms" from which to gain sociological insights.

California has always been a state of individualism and political activism, and San Francisco is right in the spotlight. The California Gold Rush of 1849 set a tone for the "personality" of the city; that of the importance of individual efforts, mixed with a hope for capital gain and corporate enterprise. From that point on in this city, it has developed into what some consider to be one of the most liberal, non-traditional cities in the country. Whether one agrees with the free and easy spirit of San Francisco natives and their politics, it is evident one ventures out into the city. Walking the streets and talking to the locals is undoubtedly the best way to experience San Francisco.

There are countless options when searching for just the right tour in San Francisco. Some of the See San Francisco, page 9

New PhDs to Receive Employment Survey

More than 600 new sociology PhDs will receive copies of essays on employment experiences in early February. The ASA has received funding from the National Science Foundation (NSF) to carry out this survey as part of an extensive cross-disciplinary effort to investigate the job market faced by new doctoral recipients in science-related fields. The ASA hopes for a high response rate in order to capture recent experiences in the job market and the factors that contribute to those experiences.

We have written directly to or heard from several academic institutions and institutions and的应用 examples that they received during the past few years. The lowest number listed was 83, several were over 400. While this particular message will not say how many students were being offered at each institution, or if the numbers listed were limited to sociology applicants, the answers are quite clear. It is tough out there.

Recent doctoral students and graduates have all heard about the daunting requirements that will yield a flood of new academic positions. But has this happened? When senior faculty are retiring, are they replaced by new tenure-line positions or by adjunct teaching positions? What is the scope of the so-called "part-time" of the academy and what impact is it having on recent PhDs?

In the job market for new PhD recipients in sociology as bleak as some stories would indicate? Probably not. There are other indicators of success for new graduates, among them the steady increase in openings listed in the ASA's Employment Bulletin (currently at the highest levels on record), growing student enrollments in

American Sociological Review and Contemporary Sociology Back Issues Available in JSTOR

The ASA is pleased and excited to announce that the American Sociological Review and Contemporary Sociology are now available in the JSTOR database of scholarly journals. JSTOR, a non-profit organization, provides electronic access, via the world wide web, to back issues of core scholarly journals in the humanities, social sciences, and sciences. JSTOR takes a unique approach in that all journals in the database are converted beginning with Volume 1, Issue 1. Volumes of The American Sociological Review that appear in JSTOR reach back to 1936 while volumes of Contemporary Sociology begin in 1972.

The JSTOR database is comprised of three types of linked files: high-resolution images that provide a faithful replication of the original page; text files generated using optical character recognition software (OCR) to facilitate full-text searching; and electronic table of contents files that are keyworded and provide the necessary structure for accurate display of search results and for browsing. This combined approach gives users the best of both worlds: displaying and printing images retains the graphics and formats of the original publication, ensuring complete accuracy and true representation of graphics, charts, and symbols. Having a full-text file offers the user the power of word-and-phrase-based searching. The inclusion of a keyworded electronic table of contents enables accurate searching by author, title, and, if the indexed journals include them, keywords and abstracts.

JSTOR is being made available through site licenses with academic libraries. Since January 1997 approximately 280 institutions have signed on as JSTOR participants. Libraries participate in the project not only to provide patrons with enhanced access to those materials, but also to learn more about the impact of digital technologies on the services they provide. As usage of the JSTOR database increases, it is expected that JSTOR will demonstrate a significant operating cost for journal retrieval and maintaining, e-mail problems associated with storing growing collections, and fill gaps in library collections. JSTOR also centralizes the preservation and archiving function, taking responsibility for developing an electronic archival solution for these important materials. JSTOR intends to

See JSTOR, page 11

Reminder!

February 1 Deadline for ASA Award Nominations

The American Sociological Association annually confers eight major awards for outstanding sociological work: Dissertation, Distin-

Published by the American Sociological Association

See Survey, page 11

Dubois-Johnson-Pfeiffer; Award for Public Understanding of Sociology; Distinguished Career Award for the Practice of Sociology; Distinguished Contributions to Teaching Award; Award for Distinguished Scholarship in Publication; and the Career of Distinguished Scholarship. The deadline for all award nominations is February 1. Please see the September/October issue of Footnotes or the ASA homepage (www.asanet.org) for detailed information on submission requirements.
The Executive Officer's Column

ASA, Sections, and the Sum of Our Parts: 2

As I reflected on ASA and the important policy changes that took place in 1997, I wondered whether I should again address the topic of "sections," having done so in my column last March. From conversations during the 1997 Annual Meeting and from reading section newsletters, I gathered that the changes being implemented have generated discussion and debate in many sections. Therefore, I decided the issue is sufficiently important to merit revisiting.

Like with any good sequel, I should reiterate some of the plot: First, in early 1996, largely at the request of a number of sections, ASA Council asked the Committee on Sections (COS) and the Committee on the Executive Officer and Budget (EOB) to examine section policies and to make recommendations for changes that would enhance sections, the discipline, and the ASA. Second, Council opened this examination because of a commitment to ASA sections and recognition of their contributions to the discipline and Association. Third, some sections desired greater flexibility in what they could do. While most sections primarily finance newsletters and plan Annual Meeting sessions, several wished that instead of receiving a fixed number of newsletter pages from the Association, they could undertake other activities. Fourth, COS, Council, section officers, and section members believed that sections (irrespective of their size) must be meaningful "homes" for their members and that the formation of new sections should be encouraged when they foster healthy subfields while avoiding duplication or fragmentation.

This review of section practices, policies, and procedures sought to encourage sections to be more engaged in working with their members, with each other, and with the full ASA and to be lively contexts for intellectual exploration and exchange. In introducing change, COS and Council had no desire for a "one-size-fits-all" solution, homogeneous units, or the inflated management of section life. As sociologists we know that change of any sort often conjures up apprehension about the benefits of altering the status quo and the process or reasons leading to change. I anticipate, however, that over time the advantages to sections and to ASA will be quite evident. That said, let me highlight some of the features of the new and emerging policies:

- In place of newsletter page allocation, sections are receiving operating budgets. This change gives sections direct control over resources, thereby encouraging greater flexibility in what sections do. Further, any unused funds can accrue from year to year.
- With the elimination of quantitative criteria, section vitality is assessed in terms of qualitative as well as quantitative criteria. This was to foster healthy areas of sociological work whether nurtured by smaller or larger numbers of sociologists. It was not meant to look at section size in evaluating sections.
- Previously there was much ambiguity regarding how sections could develop or receive approval to pursue public purposes. The new procedures make clear that publication ideas from sections should be brought through the Publications Committee to ASA Council. Council may determine that the proposal should be developed into an ASA publication or whether and under what conditions a section may pursue a publication prospect.
- In place of allowed sections issuing public policy statements, Council is encouraging greater section involvement in the development of ASA policy but is no longer allowing separate policy statements. This change aims to foster the visibility of any such statements, in enhance specialty input (from sections to Council) when ASA acts, and to ensure that public positions taken on behalf of sociology are coordinated across sections and ASA. It also affords a venue to sections to bring their expertise to bear on the formulation of ASA policy, especially on issues that may affect research, teaching, training, or practice in sociology.
- Concurrent with these policy and practice changes, the Association also made some alterations in section guidelines, which had not been updated in many years. These included:
  - An increase in section dues by $2 per member (excluding students) effective in 1998. The dues had not been increased since 1988.
  - New sections require 300 instead of 200 members and existing sections must reach 300 members by September 30, 1999. While the use of qualitative criteria means that maintaining a base of 300 members by any section is not absolute, the intent is to encourage strong and complementary sections.
  - In response to concerns of section officers about the shift from 200 to 300 members and specifically the impact of this change on the allocation of Annual Meeting session allocations, Council adopted a resolution in August 1997 reaffirming that sections with between 100 and 400 members continue to receive two annual meeting session allocations, and sections with fewer than 200 members will receive one session.
  - Sections could and should continue to recommend to ASA Council their own By-laws, but they would receive guidance from Council regarding the general principles that must be incorporated in all such documents (e.g., required election of officers, holding a Business Meeting annually).

Over the past two years as changes were being considered, section and member responses ranged from enthusiastic to skeptical and even negative. This period of discussion has already fostered new energy and innovation on the part of many sections and even collaboration across sections. As 1997 draws to a close, I am enthusiastic about the capacity of ASA to nurture specialties and encourage subfields of work.

Just this past week, I found myself scrambling to complete my "must read" holiday list, which included all section annual reports. Studying them has been a pleasure—a nice way to usher in the new year! They show the vitality of the discipline and its range and richness. They also evidence the vitality of ASA—its whole and its parts. In 1998, may we join together and capitalize on these strengths for the benefit of sociologists and sociology.
Two Sociologists Enrich ASA Executive Office Staff

Two dynamic sociologists have recently joined the staff of the American Sociological Association. Both are well known for their diverse roles in academia, policy institutes, and federal agencies.

Robert Spalter-Roth moved to ASA after completing a stint at the U.S. Department of Labor's Women's Bureau during which he researched women in the workplace. He is Director of ASA's Research Program on the Discipline and the Profession and a senior member of ASA's Spivack Program on Applied Social Research and Social Policy. Prior to working at the Department of Labor, Roth spent nine years as Director of Research at the Institute for Women's Policy Research in Washington, DC. She has also taught women's studies at George Washington University and was on the Sociology faculty of the American University, where she earned her doctorate in 1994.

John Kennedy is on a 12-month leave from his position as the Director of the Community Survey Research Institute at Indiana University and is now on board as an ASA Visiting Sociologist. He is an adjunct professor in sociology at Indiana University, and formerly worked as a research associate at Peabody State's Population Research Institute. He is a statistician at the U.S. Bureau of Census Housing Division. He is also the immediate past-president of the society for Applied Sociological Research (SAS). Kennedy earned his doctorate from the Pennsylvania State University and is a member of the faculty at the University of Pennsylvania.

Raised in a working-class neighborhood in the East New York section of Brooklyn, Spalter-Roth has a direct, no-nonsense style that is matched by a passion for research and social justice. She has spent most of her professional life researching and speaking out on issues affecting women in the workplace. At the Institute for Women's Policy Research, she conducted research (with executive director Heidi Hartmann) that heavily influenced debate and final passage of the Family Medical Leave Act of 1993, which was deeply engaged in policy research on the welfare and low-wage labor market, using major data sets to analyze how welfare recipients and other low-income women and men generated income from a variety of sources including households, market-work, and state programs.

For ASA, the benefits of Spalter-Roth's high-level commitment are obvious. At ASA, she notes, "I want to help build a functioning research department. I want us to be able to produce data and issues reports that are useful to our members and give reliable information about the discipline."

Spalter-Roth also relishes the research and editing she is doing on various projects being conducted under the auspices of ASA's Sydney J. Spivack Program, including upcoming reports on race and affirmative action. On the Race Project, for example, Roth spearheads an effort to synthesize social science literature and to produce detailed comments on race being sent in response to an ASA call (see November Footnotes). This is one of the most important projects and one of the most fascinating I have ever worked on," she says with enthusiasm. "I literally cannot wait to get to my office each morning and read the latest e-mails that have come in. Ultimately, we will provide a conceptual model on an important issue, and that makes this a very gratifying project to be working on."

As easy going as the Northern Pennsylvania countryside from which he was born and raised, John Kennedy is a soft spoken people-solver, interested in "making things work better." When confronted with a problem, he is likely to first gently snap his ever-present suspenders or give a good stretch to his close shaven, grayish hair. His proud accomplishment is his role in steadily transforming Indiana's Center for Survey Research from a small organization into the thriving respected Center it is today. He is currently finishing a book on technical communications in aerospace that examines how information produced by scientists and engineers in government laboratories is disseminated and used by engineers in the aerospace industry.

Kennedy also likes to find solutions to ethical conundrums, especially those facing academics. Prior to joining ASA as a visiting scholar, Kennedy played a leadership role in its Committee on Professional Ethics (COPE) and helped draft ASA's revised Code of Ethics, which was recently approved by the ASA membership. Ethics "has always been a side interest, but it has obviously been important to me."

ASA, meanwhile, has no hesitations to take full advantage of Kennedy's commitment to ethical standards, quality improvement and effective service delivery. With other COPE members, he is developing a casebook to accompany ASA's new ethics code; re-examining the ASA's certification program; and analyzing possible changes to ASA's code of ethics. ASA is also utilizing Kennedy's considerable technical skills, getting his suggestions on improving its homepage and working through the difficult issues surrounding electronic distribution of textual material, including journal articles. "When I leave ASA," he notes softly, "I want to be able to say that I contributed to making ASA a more effective organization."

Spalter-Roth and Kennedy have joined in a commitment to excellence, finding workable solutions to the everyday demands and pressures of a professional association and seeing scholarship as a means to a higher end. At the same time, both treasure people who know how better than to take themselves too seriously.

With Spalter-Roth and Kennedy, the ASA has armed itself with a couple of high quality professionals determined to make the association a stronger and more effective organization. It has been reported that Executive Officer Felice J. Levine "would be happy" at the mention of their presence and the quality of their addition to the Executive Office team.

PUBLIC AFFAIRS UPDATE

- NIMH Reorganization in Place ... This fall, the National Institute of Mental Health (NIMH) completed a reorganization. Three new divisions (Mental Disorder, Behavioral Research, and AIDS) headed by Ellen Stone, Basic and Clinical Neuroscience Research headed by Stephen Koslow; Services and Intervention Research headed on an interim basis by Grayson Nocqua) replace the prior extramural research structure. NIMH is a major source of support for sociologists, including ASA's predoctoral minority fellowship program.

- NAS Deliberations Protected ... Congressional legislation passed in November exempted National Academy of Sciences (NAS) committees from the Federal Advisory Committee Act requiring open meetings for all proceedings. But, NAS agreed to a public comment period for names of potential committee appointees and to issue public summaries of closed sessions.

- House Takes Next Look at Science Policy ... Rep. Vernon Ehlers (R-MI), a PhD physicist and vice chair of the House Science Committee, has taken on the task of revising US science policy. Congress is adjourned until January 26, but this activity is expected to pick up speed thereafter.

- Commission to Report on College Costs ... The National Commission on the Cost of Higher Education (an 11-member bipartisan panel) is due to submit its report on college costs and affordability to Congress in late January. The report was commissioned by Congress last summer because of concerns about the college-cost crisis.

- OSTP Leadership Change ... Arthur Bienenstock, Stanford University physicist, was confirmed by the Senate as associate director for science at the White House and as a statutory member of COMER. On a quick start, he met with December with the DC science policy leadership, including ASA Executive Officer Levine. Daryl Chubin, sociologist and OSTP assistant director for social and behavioral sciences, will be the NSF effective January 1. Word has it that a strong successor will be named shortly.

- Report on Children Moving to Print ... After months of only OSTP's prepublication edition of "Investing in Our Future," the National Institute of Child Health and Human Development (NICHD) is printing this important inter-agency Federal examination of investments and priorities for research on children. Worth reading, it urges major federal coordination and support of such research.

Submission Deadline: February 1, 1998

Session Suggestions for the 1999 Annual Meeting

The 1999 Program Committee is still interested in receiving suggestions from members. Session proposals should provide the following information: working title for the session, brief description of the substantive focus, format for inclusion of the session on the 1999 program, designation of the session as open for submissions (Regular Session) or by invitation only (Thematic or Special Session, Regional Spotlight session, seminar or workshop), recommendation (s) for session organizer, a list of potential participants if the session is to be an invited panel. Proposals must be typed or printed and should be no more than two pages. Session suggestions should be sent to the attention of: Janet Astner, Meeting Services Director, American Sociological Association, 1722 N Street NW, Washington, DC 20036, USA; e-mail: meetings@asaor.org; fax: (202) 785-4816.

New Ideas For Poster Session Categories Sought

The 1999 Program Committee invites suggestions for new types of poster sessions for the 1999 Annual Meeting. In recent years, the poster session format has been expanded to include displays of graduate programs, funding opportunities, and data resources (see page 8). The Committee would like members to suggest additional categories of topics for which the poster session format would be particularly appropriate. For example, in 1999 the Committee is considering a poster session on "Visual Sociology." The actual call for poster presentations, in any category, will occur much closer to the meeting date. At this time, the 1999 Committee seeks innovative ideas and suggestions for new types of poster sessions. Please forward them to the Executive Office, Attn: Janet Astner.
Introducing Students to Sociology ... In Spanish

by Carla B. Hauxey, Director
Academic and Professional Affairs Program

A New Jersey university—incorporating its Department of Sociology—is embarked on a program to reach out to local Hispanic students and offer them courses taught in Spanish. It is a program that seems to be working.

Kean College of New Jersey, now Kean University, assessed the pool of current and potential students from the region and decided to offer some college instruction in Spanish. The "Spanish-Speaking Program" reflects the commitment of Kean College to students who are native Spanish speakers. The program is oriented to freshman and sophomore students who are simultaneously completing the ESL (English as a second language) program. The program encourages departments to offer general education and lower division courses in Spanish.

The Sociology Department at Kean University responded to the call. "Our department recognized the population changes in the region, and knew that students coming to the college are really representative of the region," says Chairperson Frank Naughton. There has been a steady influx of Latin American students, to the point where they comprise almost 20 percent of the entering student body. Anthropology had offered an introductory course in Spanish with very positive student response, so we decided to try it.

Enter Professor Jesus Andia, an advanced graduate student at the CUNY Graduate Center, in the Sociology PhD Program and a native of Peru. He has taught introductory sociology in Spanish twice at Kean and has been pleased with the experience. "I identify with these students," says Andia. "I was an immigrant myself and when you are an immigrant, everything is a challenge. I set up the course as a series of challenges, of many steps to go through, where students compete against themselves." Andia notes that most of the students have had college experience in their home countries, so they are quite savvy about learning. Out-of-class coursework and native tongue allow them to tackle more difficult material.

In crafting the course, Andia puts the focus on sociology in action. He says that class sessions often kick off with music he has brought in, or a newspaper article. Students are tested with midterm take-home examinations with essay questions to assess their mastery of concepts and their appropriate application, as well as oral presentations and a final multiple-choice exam. "When students are not frustrated by another language, they really like to write, much more than taking multiple-choice tests," he says. One of the most difficult features of the course has been the essays about their own lives. Andia, with support from the department, has published two sets of essays (in Spanish) to share with the university community. These essays are disseminated to other Spanish speakers in the university and the region and further enhance the interest in sociology.

Finding good material that is available in Spanish has been difficult for Andia. He says he uses a Spanish translation (from Mexico) of Paul Horton's text, as a basic reference for the book. The lack of standard materials has pressed him to use information from latino newspapers, TV, popular culture, and some materials in English.

Andia's own research interests center on HIV/AIDS risk behavior determinants and HIV prevention methodologies. He has been working in the drug and HIV/AIDS research field for more than eight years and currently he is project director for the Institute for AIDS Research at the National Development and Research Institute, Inc. (NDRI) in New York City. He plans to teach and to continue his research career in the field of drugs and HIV/AIDS when he completes his PhD. In class, he draws on his research experience to show how sociologists can solve real and important problems. He feels that he "sells sociology" in the same way as his community research experience at NDRI sells HIV prevention.

As he develops a teaching style, Andia thinks back to Marvin Scott at Hunter College, where he received his undergraduate and M.S. degrees. "When I first took sociology from Professor Scott," remembers Andia, he said "you will be different after you take this course." Of course I was quite different, as I worked through being new to the U.S. and to sociology. Sociology seemed to be an important lens for Andia and he has offered that same invitation to his students in introductory sociology.

For his part, Naughton noted the university's "ready to reach out to this growing body of students. Offering the introductory course in Spanish has given our department a tremendous opportunity; we have to seize it now. The students in the course have been wonderful, and we want them to continue in sociology." Currently the department is looking at additional courses that could be offered, such as research methods.

For more information on the Spanish speaking program, contact the program director at (908) 527-3202, Naughton at fnaughton@kean.edu or Andia at jandia@kean.edu. The program has a more extensive brochure, in English and Spanish, describing a range of activities, workshops, and services to assist limited English proficient (LEP) Hispanic students.

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Appalachian Studies: Exciting Regional Sociology

by Carla B. Hauxey, Director
Academic and Professional Affairs Program

Many courses in the sociology curriculum would be enhanced with the inclusion of scholarship in Appalachian Studies. Modules on race and ethnicity, poverty, migration, rural and urban transition, as well as unios on all types of methodological approaches are standard in graduate courses and oral histories to create tract analyses lead to the study of Appalachian Appalachian studies reveal the power of interdisciplinary work. Sociological scholarship blends with music, fiction, history, and economics to more fully capture the experience and "voice" of Appalachian people.

College studies in the Appalachian region may have been exposed to this scholarship. But geographic isolation mirrors unfamiliarity with Appalachian sociology in most other regions. Students in California, Texas, Minnesota, and Maine can contrast their own ethnic experiences with those revealed in this rich body of interdisciplinary scholarship.

Enter Chris Baker, West Virginia University Institute of Technology, who has compiled a set of curriculum materials in Appalachian Studies. The set includes a valuable bibliography and many course syllabi, from introductory to advanced levels, that incorporate the Appalachian experience. His informative introduction lays out some of the instructional possibilities of this field. For example, he notes the strong influence of participatory research, where scholar-activists work with community and grassroots groups to create social change (see story on page 9). The legendary traditions of the Highland Center and the Southern Appalachian Labor School complement their urban counterparts working on community development projects.

The Appalachian Studies movement, began roughly in the 1960s, always pushed for the involvement of college and university faculty and students to activism in their region. Several sociology departments, such as West Virginia University, Northern Kentucky University, Appalachian State, Marshall University, and University of Tennessee have a number of scholars engaged in this important regional research, often with student and citizen collaborators. Lynda Ann Ewen, Marshall University, is the director of a new center on Appalachian Studies.

There is an Appalachian Studies Association, which publishes a Journal of Appalachian Studies, edited by sociologist Sally Ward Maggard, West Virginia University. In addition to serving as a rich case study, Appalachian life challenges existing theories of social change and development. Scholars are testing world systems theory, or the transition from a preindustrial social order to a market economy, or world systems theory as an example of "post Perry" and "core." Sociologists teaching courses of courses throughout the region will find these materials enrich and extend current approaches.

Baker's compilation of exciting courses and resources tempt you to expand your sociology courses with the Appalachian experience. The set may be ordered from the Teaching Resources Center (stock #96.199, $12.50 for members and $16.00 for non-members).

Fourteen Sociologists Receive 1997-98 Fulbright Awards

The new cohort of nearly 700 U.S. academics, professionals, and independent scholars who have received Fulbright awards to study abroad in 1997-98 includes 14 sociologists. The names and affiliations of the awardees and the countries in which they will serve are listed below:

Congratulations:

Andrea Billingeis, University of Maryland-College Park: Ghana
Noreen Bivins, Georgetown University: Italy
John Brown Childs, University of California: France
Cristiana Costa, The Netherlands
Richard A. Colgan, Duquesne University: Japan
Cecilia Godolshen, Brown University: Sweden

Sandra L. Haustein, Catholic University of America: Poland
Arlie R. Hochschild, University of California: India
Jeff J. Jensen, Pennsylvania State University: Norway
Bruce C. Norwood, St. Olaf College: Lithuania
Martin Oppenheim, Rutgers University: New Brunswick: Germany
J. John Patrick, Virginia Commonwealth University: Canada
Richard J. Thomas, University of New Mexico: Sweden
Stace A. Toch, George Washington University: Poland
Herman Vera, University of Florida: Chile
Community Research is Where the Action Is

The 1997 Annual Meeting included a session on "Community Action Research," which featured exciting projects funded through ASA's Spivack Program in Applied Social Research and Social Policy. The presentations were engaging and conveyed the complexities and satisfactions of working with community groups, and using sociological concepts and methods to encourage social change. The audience, comprised of many colleagues who also engage in community action research, kept the conversation lively, and as often happens, those attending formed a list-serve for further communication.

As one of ASA's small grants programs, the Community Action Research Initiative (CARI) supports sociologists working with community organizations. The funding covers direct costs associated with a research project, such as duplicating costs, or a training session for interviewers, travel costs associated with a neighborhood needs assessment project, or publication of a training manual. Many of the funded projects involve students, who learn about value and methods of community-based research.

These awards include funding for participatory research. Useful articles on participatory research were published in a special issue of *The American Sociologist*. Also of interest is a recent paper by Chris Baker, West Virginia University Institute of Technology which describes the participatory research of the Southern Appalachian Labor School. Further, projects funded through the Initiative include the following:

- *William R. Burch, Yale University (School of Forestry and Environmental Studies)* is working in Baltimore with the Parks & People Foundation's Urban Resources Initiative (URJ) on a project called Neighborhood Renaturalization through Open Space Restoration. They are developing a city-wide policy for the creative management of open space in Baltimore, specifically the growing number of vacant lots. One goal of the project is to determine how open space areas can be managed to revitalize neighborhoods.
- *Charles Karrmen, Georgia State University (Teaching the Effect of Welfare Reform on the Homeless Population of Atlanta)* is working with the Atlanta Task Force for the Homeless to gauge the effect of welfare reform on the homeless population of metropolitan Atlanta through a survey of shelters and other service-providing.

The goal is to understand the linkage between welfare reform and homelessness through open-ended interviews with selected respondents, and to compare the demographics and welfare status of people who call a homeless shelter home to those without shelters and other services.

- *Darwin L. Phila, California State University-San Marcos (Evaluating Cultural Competency among Staff in a Nonprofit Multicultural Clinic)* is evaluating clients' ability to deliver culturally competent services at Centro de Ayuda familiar y de Educacion (CAFE) in North San Diego county. The evaluation will shape the development, delivery and evaluation of cultural competency workshops for CAFE's staff of service-providing in this multicultural region.
- *Brett Stockstill, University of California Los Angeles (Building a Community Based Health Interventions: Enhancing the Utilization of Services for People Living With HIV/AIDS in South Central Los Angeles)*

Applications Invited for 1998-99 ASA Congressional Fellowship

The ASA encourages applications for the 1998 Congressional Fellowship (CF). The Fellowship brings a PhD-level sociologist to Washington, DC to work as a staff member on a Congressional Committee or in a Congressional Office, or as a member of a Congressional Agency (e.g., the General Accounting Office). This intensive six month experience reveals the intricacies of the policy making process to the sociological fellow, and shows the usefulness of sociological data and concepts to policy issues.

The fellowship has been offered annually to ASA members since 1995. The deadline to apply for the 1998 fellowship is April 15, 1998. Applications should include a cover sheet, a resume, a recent paper or working paper, and a statement of interest in policy work. Applications should be submitted to the Society for the Study of Social Problems Annual Meeting, 1997.

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**February 15, 1998 Deadline**

**Sydney S. Spivack Program in Applied Social Research and Social Policy 1998 Community Action Research Initiative**

**Program Description:** To encourage sociologists to undertake community action research projects that bring social science knowledge, methods, and expertise to bear in addressing community-identified issues and concerns. Grant applications are encouraged from sociologists seeking to work with community organizations, local public interest groups, or community action projects. Appointments will run from September to May of the year following the award, and are available to full-time sociologists working for community-based organizations.

**Eligibility:** Applications are encouraged from sociologists in academic settings, research institutions, private and non-profit organizations, and government agencies. Advanced graduate students are eligible to apply, but the funding cannot be used to support doctoral dissertation research. Projects can only be in progress or emerging from a specific community project. Projects that are ongoing or in the proposal stage are also encouraged. Projects may be submitted by ASA for peer review and evaluation.

**Applications:** Applications will be accepted until February 15, 1998. Write to ASA for the Application Form and more information. Applications should be submitted by April 15, 1998.

**Application Form:** Applications will be accepted until February 15, 1998. Write to ASA for the Application Form and more information. Applications should include the following:

- A completed application.
- A 3-5 page (no more than 1500 words) description of the project, including a detailed budget. The description should set forth the goals of the project, how it will be implemented, and its possible impact on the community organization or project. Any products from this activity should also be described, as well as their dissemination. The dissemination phase need not occur during the term of the fellowship.
- A time schedule showing how a specific organization will use your research to carry out its goals.
- A letter from your employer (if any).
- A letter from an organizational sponsor, including a description of the organization's goals, funding, etc.

Please send application to: Spivack Community Action Research Initiative, American Sociological Association, 722 N Street NW, Washington, DC 20001.
A Window on Ourselves . . .

An Upcoming Review of the Discipline in Contemporary Sociology

by Barbara Riman and
Den Tomskovic-Deney
North Carolina State University

Does sociology have a core? The January issue of this magazine will provide answers to this question written by Michael Burawoy, Pat Hill Collins, Randall Collins, Vincent Janney, and Joey Sprague. In our first issue as co-editors of Contemporary Sociology we have put together a special section on the sociology of the self, some of the intellectual energy of the discipline on celebrating and identifying the sociological project. The essays are intended to help spark conversations among sociologists about what it is we do. The essays express different flavors of sociology and were chosen to represent some of the diversity in our ranks.

We were surprised by the degree of agreement among the essayists. All agree that sociology is a theoretically coherent, although definitions and inclusiveness of what constitutes sociological science vary across essays. There is some tension across the essayists as to the methodology implications and limits of scientific practices. Most recognize a useful tension between sociological goals of activism and science.

The essay speaks for themselves: below you will find excerpts to what your appetite for an essay at different parts of the full essay in the January issue of Contemporary Sociology. We want your reaction to these essays. If you have any comments, if you think the essays are all wrong, if you think one essay has it just right, if you think one essay is, we would be interested in hearing from you. If you have your own elegant take on the core of sociology, please tell us and your colleagues.

The Sociological Eye and Its Blinders
Randall Collins
University of Pennsylvania

Does sociology have a core? Yes, but it is not an eternal essence; not a set of texts or ideas, but an activity.

. . . I also believe we have hit upon a distinctive intellectual activity. . . . The core of this activity is what drew many of us into sociology. One becomes hooked on being a sociologist. The activity is this: it is looking at the world around us, the immediate world you and I live in, through the sociological eye.

. . . Now I want to thicken the plot. Turning on the sociological eye is the main way that many of us became sociologists, but it isn't the only way. There is another recruitment path, which also acts as a continuing source of energy and commitment. This is the path of social science. Sociology has two core commitments: what we have called the "sociological eye" and social activation. They can be combined; some people have both of them, simultaneously or in differing strengths at different times in their careers. . . . Much of the conflict within sociology goes on between those who are at the peak intensities of the two different
tips are connection, proximity and distance.

On Book Exhibits and New Complexities: Reflections on Sociology as Science

Patricia Hill Collins
University of Cincinnati

. . . Lastly, nostalgia for some years of sociology weeps in a surprising number of places.

To this golden year seems to be those of the period directly preceding what has come to be known as the turbulent 1960s. Unlike sociology, years marked a maturing, peaceful, seemingly homogeneous sociology among women. African Americans, and all other "others" were more an exception than an everyday occurrence.

However, as we know, peace without justice constitutes an illusion. No matter how we might feel about the passing of this vision of sociology, these are over. Sociology is no longer small and it certainly is not homogeneous-if, in fact, it ever was. . . . For too long, sociology has defined itself either by what it's not-we're not like those "left" humanities areas-or by what it would like to be-we're like physics and chemistry and other "hard" or "exact" sciences. This has always seemed odd to me, for in this self-definition sociology avoids standing on its merits for what it actually is. . . . In a sense, sociology constitutes a border discipline between the humanities, the social, and the physical sciences. Moreover, while I know that some purists may be horrified by any use of these terms, with hindsight, sociology seems to be what it now valorized in some cultural studies circles as hybrid, multilayered, multivalent, eclectic, disintegrating, ethical-centered, and similar terms that describe this border between pure spaces of all sorts.

Theorizing new science that explores complexity is much more humbling than the science of conquest associated with linear time and colonial space. As a science of order, traditional science was especially well suited to the social goals of nineteenth-century imperialism, namely, prediction, for purposes of control. . . . Recognizing the complexity of the social as subject matter, such a science would aim to understand apparent disorder and chaos not by reducing complexities, but by embracing them.

Critical Sociology: A Dialogue Between Two Sociologists

Michael Burawoy
University of California-Berkeley

. . . Practices require justification. Like any other social science, sociology justifies its practices with theories on methodology. What I will call models of science. Bureaucratic sociology appeals to positive models of science, whose subsistence require the opposite. Craft sociology, on the other hand, calls on reflexive models of science whose leptino-
Sociologists Differ About Family Textbooks' Message

Editor's note: In September 1997, sociologist Norval Glenn of University of Texas-Austin published "Closed Hearts, Closed Minds: The Textbook Story of Sex, Marriage, and Family" in Family magazine and family textbooks (primarily in sociology). The report was commissioned and released by the Institute for American Values, based in New York. The Institute undertook a far-reaching dissemination plan to reach the media and family scholars. As a result, during the weeks of September 16-30, stories appeared in the Chronicle of Higher Education, the New York Times, the Washington Post, the Los Angeles Times, the Chicago Sun Times, U.S. News and World Report, and other print and visual outlets.

The report contends that many or most family textbooks promote a number of problems and pathologies and have frequent glaring errors of fact. The September 16, 1997 article (page 9) in the Los Angeles Times by Glenn himself, for example, bore the headline: "Marriage is Not a Dirty Word." "College Textbooks Teach Otherwise, presenting a dated, one-sided distortion," indeed, Glenn used the format of a report card to evaluate the books, giving several high marks and several failing grades.

During the coverage, it was evident that the topic excited the imagination and perspec- tion of many sociologists. Comments seek to steer a fine line for this debate.

We asked sociologists to send informed views of how scholarship on the family is integrated into scholarly texts and how family sociology is portrayed by the media. We have printed the responses that we received.

Judy Root Aultine
University of North Carolina-Chapel Hill

Neverless! Sociologists criticize social texts

If this insight doesn't seem newsworthy to you then you will share my puzzlement at the coverage given to the recent report by the Institute for American Values (IAV) on sociology of family texts. Not long after the report came out, I went to watch the old Woody Allen movie "The Front" and it occurred to me that we might be going on with the same old story. A member of the steering committee of Hollywood actors and writers during the McCarthy era, Allen as a character who stars in a TV comedy is being questioned by the FBI about his activities. The actor says, "we've had a great deal of discussion about whether I ever married in a rally or signed a petition. I have not done anything out of the ordinary." The FBI agent tells him to concentrate on the question. 45 years later, we know of course that the real story was not what the actor had done but what the FBI and Joseph McCarthy were doing to the nation. While the right wing in the 50's shouted the spotlight on ordinarily people who were engaged in common professional and political activities and extraordinary efforts of the right were ignored or coopted with the United States was brought to its knees by a well-funded, well-connected skillful network bent on intimidating and controlling the entire population to their own political ends.

In the 1950s the IAV spends $90,000 a year in media to focus on leading sociologists and nearly 5000 articles in major newspapers that are from public universities and largely ordinary sociologists writing sociology texts. Well-connected and well-funded they were able in 1997 to distribute 30,000 copies of their "report" and convince major newspapers that are from public universities and largely ordinary sociologists writing sociology texts. Well-connected and well-funded they were able in 1997 to distribute 30,000 copies of their "report" and convince major newspapers that are from public universities and largely ordinary sociologists writing sociology texts.

Some are better than others. All are biased but that is inevitable. Nine of the 25 books reviewed fundamentally flawed, as Glenn argues, it is possible that all of the textbooks published since 1994 have, with variations on a theme, actually gotten it right! They not only reflect a paradigm shift in family sociology but a shift toward viewing the reality of contemporary families, not a mythical view of them, as Glenn would have us do.

References

Barry Dank
University of California-Los Angeles

Sociologist Norval D. Glenn ("Marriage is not a Dirty Word.") Commentary, September 16) finds that the textbooks he reviewed contain glaring errors and distortions in the area of family and family life and he is concerned about the effect of these texts on university students. My good advice to Professor Glenn is not to worry. Students find almost all social science textbooks to be forgettable. Such books are characterized by shallowness and simplicity. They make no attempt to intellectually engage students. They have no "life" beyond the classroom. The damage that textbooks do is to turn off students to education.

Textbooks function to "numb" the minds of students, to provide a crunch for nonsociolog- ized professors who want to give exams and get exams provided by the test pub- lishers. The early versions of these textbooks have been publishers and the writers, who have never read any test other than their own, which they then put down.

Norval Glenn
University of Texas-Austin

My remarks here are in response to an invitation to comment on the debate about my critique of family and marriage and the family textbooks. I have not seen the other comments about my critique published in this issue of Footnotes, and thus what I say is not in response to them. The purpose of my critique was to stimu- late discussion about the quality of the books, and more broadly, to start a dialog about social science textbooks in general. That aim has been achieved to a greater extent than I anticipated. Unfortunately, however, not all of the discussion has been constructive. Instead of addressing the issues I raise, many of my critics have engaged in name-calling and attribution of ulterior motives. A few have accused me of being a Luddite, of hating marriage, and a degree of paranoia that rivals that of extremists on the far right.

Constructive discussion would center on the appropriateness of the criteria I used and the accuracy with which I applied them. It would deal, for instance, with whether the books should, as I maintain, expose students to diverse points of view about controversial issues, and, if so, the extent to which they do that. And it would deal with such matters as

Organization Seeks to Inform Public of Research on Families

Sociologists form an active core in the new organization, Council on Contemporary Families (CCF). The Council held its inaugural conference in Washington, DC, on November 14-16, 1997, on the theme "Reframing the Politics of Family Values." Sociologists on the organizing committee include Evelyn Nakano Glenn, University of California-Berke- ley; Carole Joffe, University of California-Davis; Lillian Rubin, University of California-Berkely/Arizone; Skloot, University of California-Berkeley; Judith Stacey, University of Southern California-Berke- ley; Samza Walters, Georgetown University; and Maxine Baca Zinn, Michigan State University.

In its press release, the CCF said the impetus for the new organization came from the growing belief of many scholars that several influential family think tanks have polarized and oversimplified the national discussion about families. The Council's goal is to promote informed, constructive discussion of contemporary families' needs and how those needs might be met better. Conference chair Philip Cowan, University of California-Berkeley, stated the Council's goal to "transform the discussion from a debate pitting 'traditional' families against 'nontraditional' ones into a more useful exploration of the changing circumstances and challenges facing today's families." In the Council press conference, several sociologists emphasized how diffi- cult it is to have quality social science included in media accounts about the family. Azhie Skloot, in a paper entitled "The Home Front: Families and the Think Tank War," suggests that the media have become a forum for the 'policy entrepreneur' who are con- stantly presenting new 'trends' and find- ings. "Their specialty," writes Falls, "is packaging research in a form that fits a columnist's or commentator's need--and that uses a veneer of scholarship to dress up arguments advancing their political agenda."

The conference set out to address the inclination of social science to the media coverage about families. Sessions addressed the topics: Unmasking the family values debate; Where do our images of families come from? Diversity in family structure and ethnography in families. The conference closed with sessions about family policy and effec- ctive ways to enter these debates findings in the public discourse.

For further information on CCF con- tact the Council on Contemporary Families, 1313 22nd Street NW Suite 33, Washington, DC 20037 (202) 333-8683. http://www.cssp.net /ccf/
ASAs Seeks to Expand Data Resources Session

Now in its third year, the poster ses-
sions showcasing Data Resources have
become an important staple of the ASA
Annual Meeting. The poster presentations
allow members to explore available data
data sets and discuss them with the original
investigators.

In San Francisco, the 1998 Annual
Meeting hopes to have a Data Resources
poster session that is bigger and better!
Many individual investigators eager to
share their data have inquired about how
and when to be a part of the session. While
large-scale data sets such as the National
Health and Nutrition Examination Survey,
the Wisconsin Longitudinal Study, the
Panel Study of Income Dynamics, and the
National Longitudinal Study of Adolescent
Health are key data resources for social
scientists, too, are smaller data sets perh-
sibly created by an individual investigator.

Money is tight, and many resource users
are only able to attend one session.

Please express your interest in being
a part of this poster session by contacting
ASA Executive Officer P. J. Levine at
(202) 833-3410 x315 or Levine@asamail.org.

Corrections

In the November 1997 issue of Foot-
notes, Jay Demaris's name was misspelled
in the "Public Forum" debate on the change
in the name of the American Sociological
Foundation.

The home address for the Interna-
tional Sociological Association was listed
incorrectly in the December 1997 issue.
The correct address is http://www.isoc.soci/

In the December 1997 issue, Sherr
Carson was referred to the San Francisco
Arts Institute. While there is such an Institute,
the correct name for the place highlighted
in the article is the San Francisco Art
Academy.

We apologize for the errors.
National Science Foundation Calls for Planning on Data Infrastructure

Editor's Note: Executive Officer Felice J. Levine's column in the December issue of Footnotes was important discussion, urging concern for data infrastructure. We hope sociologists will respond to this call for comments and planning proposals.

Identifying Infrastructure Needs in the Social, Behavioral and Economic Sciences

National Science Foundation Division of Social, Behavioral, and Economic Research

Background: SBEF maintains an outstanding tradition of support for numerous infrastructure activities in the social and behavioral sciences. These include the Panel Study of Income Dynamics, the National Election Study, and the Social Science Survey. Divisions on Social and Behavioral Research are committed to support activities for the social and behavioral sciences. SBEF intends to continue, and will probably increase, its investment in infrastructure projects.

Infrastructure relates to the context, foundation of research that supports research activities. Infrastructure projects strengthen research resources by providing better instrumentation, creating new software, generating new or improved data; providing centers, workshops, conferences and institutes that facilitate interaction among researchers; improving the training and background of researchers and their student assistants; providing technical and archival assistance; and producing new analytical and measurement methods.

Goal: Define and, where appropriate, support social, behavioral and econ

omic science infrastructure. To achieve this goal, SBEF will identify infrastructure needs for the fields of science and research they represent. This will be done through advisory panels, scientific associations, collective action through the web, etc. To facilitate this challenge, SBEF programs may be available for programs that address the need for infrastructure projects. SBEF might also conduct its own workshops and seek input from the SBEF Advisory Committee to coordinate and focus on the resulting ideas and to help shape one or more competition announcements. The infrastructure competition(s) will not only support the funding of currently supported projects (including the PSI, CSS, and NERI).

The logic of this approach is twofold:

- To make a strong case for infrastructure needs, the scientific community will need to articulate a rationale or vision for the importance and potential use of large infrastructure projects. Scientific goals need to be articulated, especially ones that go beyond "It is widely valued and should not be stopped after 30 years of effort." This means that support for existing infrastructure projects (e.g., PSI and NERI) would not necessarily cease. However, such projects would need to be re-assessed in terms of current and future importance - more accomplishments are important, but the focus must be on the future.

- To achieve the best science, candidates infrastructure projects should be periodically invited and competed against each other. To have a fair and efficient competition, NSF must define the criteria for selecting the best projects, and SBEF will conduct the process. The process must be such that more than one but not an excessive number of projects could qualify. Workshops and other forms of input are needed to help SBEF identify appropriate areas and common themes. Such competitions could involve distinctively different infrastructure projects and competing for a common pool of funding, or they could involve different groups competing for the same project (e.g., to allow other groups to propose new management of ongoing projects).

Implementation:

(1) December 1997 through May 1998. Each program or cluster of programs in SBEF will identify infrastructure needs for the fields of science and research it represents. This may be done through professional societies, consortia, or other groups that may represent the science for this purpose. Programs may also invite interested parties to apply for small grants to support "opinion papers" on this topic. Some of these efforts will cross disciplinary lines.

(2) Summer 1998. SBEF will coordinate and focus ideas from these processes. This may be done by seeking input and guidance from the SBE Advisory Committee and by conducting one or more multidisciplinary workshops.

(3) Fall 1998. SBEF will announce plans for one or more infrastructure competitions, whose goals, timing and other characteristics are informed by the advice gathered during this period. Collaborative funding from other parts of NSF and from other organizations will be sought.

February 15 Deadline

NSF Doctoral Dissertation Research Grants

The Sociology Program at the National Science Foundation (NSF) holds two annual competitions for grants to fund doctoral dissertation research. The submission target date for 1998 are February 15 and October 15. Dissertation research grants are funded up to $7000 and cover various activities associated with data-gathering projects, supplies, travel to specialized facilities and field research sites, and partial living expenses for conducting research in settings away from the student's home campus. All legitimate research expenses are allowed by this grant for the student is not included. These grants are an excellent funding opportunity for students preparing to launch their doctoral dissertation research.

Further information, please contact:
National Science Foundation Sociology Program, Suite 901, 4201 Wilson Boulevard, Suite 901, Arlington, VA 22230, or by e-mail at HRCSCH@NSF.GOV. Or, contact Director William Ruter, Division of Social, Behavioral, and Economic Research, by telephone at (703) 306-1767 by mail at the same address, or by e-mail at WBUTZ@NSF.GOV.

San Francisco, from page 1

Larger tour companies offer the typical, commercialized tours that allow one to "play tourist" while getting a broad overview of the city. While these tours might be the best choice to take a day trip to visit the Muir Woods or Wine Country, try to avoid the larger companies when hoping to get a picture of life in the Bay Area. The best way to see the area and experience San Francisco life is to bring your best pair of sneakers and walk from neighborhood to neighborhood. Probably the most comprehensive and interesting tour list is offered by the San Francisco Public Library. City Guides is a part of the library that offers over 30 free walking tours of the city. Knowledgeable quite respected guides lead these tours, and they focus on the life in a particular neighborhood. The tours range from the history of the city to tours focused on particular neighborhoods such as Chinatown and the Haight-Ashbury to the more commercial tours such as the "Golden Gate Bridge." Check out their web page at: http://www.webnet.net/users/bsf/tour descriptions and other tour links.

Do not limit yourself to the Public Library, however. Hidden away are focused groups and tours that offer guided tours of one specific area. Many community activist groups will offer tours of their organizations, showing you firsthand how they touch the community. Some of the best Chinatown tours are offered by native San Francisco residents who complement the tour with a good meal at the end. Once again, put on your walking shoes, and try to find a tour that specializes in tours highlighting the architecture of the area. If you want an overview of the different feels and textures of each of the neighborhoods, from the psychedellic scene of Haight Street to North Beach (Little Italy) to the more touristy Marina and the Presidio.

Traveling with families and young children leaves you with an entirely new set of options. If you happen to have a day, do not miss the Exploratorium in the Marina District. It is a hands on, "please play" museum that will get adults' hands just as "dirty" as the children's. For kids that love outdoor activities, the Golden Gate Park is a safe bet. While you are there, check out the Steinhardt Aquarium. And while you are there, you can pass up a beautiful boat ride on the bay. It is probably the best way to see the city, and there are many options. Probably the most economical choice would be the Golden Gate Ferry to Larkspur or San Rafael which departs from the Ferry building on Market Street.

The Annual Meeting is a time to hear new ideas and studies. Do not rule out the educational possibilities that are waiting right outside the hotels and meeting rooms. The ASA will be offering a wide-variety of tours to try to capture all walks of life in the San Francisco Bay Area. Set the time properly to see an area that is only seen from a tourist's perspective. If ASA does not provide the tour that you are looking for, there are plenty of hidden gems in the beautiful bay area. For other tour links, check out these useful web pages:

http://www.sffile.com/press.html
http://www.marinacelebrity.com
http://www.visitcantinawalk.com/guides.html
Textbooks, from page 7

The amount of attention family textbooks should be giving to either physical or sexual abuse on children. These issues are on which reasonable people may disagree, and that the journal article in which I reported my critique (Family Relations, July 1997) pointed out that my evaluation of the book's theoretical perspective was unsatisfactory. This is generally a difficult area to define and to make progress in the literature. It should be supplemented with critiques by persons with varying areas of expertise, teaching experience, and ideological perspectives.

The critique has elicited a great deal of shell and emotional derision, being called right wing, dangerous, and "an assault on academic freedom." The textbook authors have claimed that the critique and its media attention has tended to shut down serious discussion on important issues. This same author has pointed out that 600,000 copies of the text on Family Relations report were sent to sociologists and journalists, whereas the correct number was under 5,000. The book is disturbing because, in their view, they have revealed suspicions and divisions in sociology that make national debate difficult. I was probably talking to both of the other authors than I must respond to these claims.

First, neither I, my critique, nor the organization cited in the critique is right-wing. Among the 18 members of the Council on Family Relations, two are strong conservatives, one is a strongly liberal, liberal, and most of us are moderate or central. Several of us are associated with the Democratic Party. Second, academic freedom does not include criticism or discussion. Textbooks have generally not been subjected to the same kind of critical scrutiny as have other social science publications, and textbook authors may not want that to change. However, this is not an issue of academic freedom.

Finally, in view of the amount of discussion the critique has prompted, it is hard to imagine how it has tended to shut down debate. It seems to me that it has had the opposite effect.

Much has been written and said about my critique is inaccurate. There are errors of fact and omission, and even the invitation to comment on it in the November issue of Family Relations contains an inaccurate quotation. Concerning that invitation, I contend that the books have a "prescriptive and normative" function. The quotation mark indicates that the quote is from my critique, but it is not. It would be incorrect to say that the book is "anti-abortion." It is, of course, anti-abortion, and I do not say that. Therefore, I urge anyone who is interested in my critique to read carefully one or both of the critiques and not to rely on what you have heard or read about it.

David Knox
East Carolina University

The term "family" should be congratulated on the monumental task of reviewing twenty college marriage and family texts. His book: the basic text is a real family, and in my opinion, a great marriage and family textbook. What must be acknowledged is that the concept of the "family" and the "family of marriage" has ended in divorce, abuse (20-30% of dating couples), marriage (marital relationships) and extra-marital (22% husbands and 11% wives) necessitate discussion of the divorce, abuse, and so-called "happiness." This is not an adequate textbook on the topic.

On the other hand, the "happiness" of children is a great family, and in my opinion, a great marriage and family textbook. What must be acknowledged is that the concept of the "family" and the "family of marriage" has ended in divorce, abuse (20-30% of dating couples), marriage (marital relationships) and extra-marital (22% husbands and 11% wives) necessitate discussion of the divorce, abuse, and so-called "happiness." This is not an adequate textbook on the topic.
ASA Launches Monograph on Peer Review of Teaching

The American Sociological Association has received a small grant from the American Association for Higher Education (AHA) to prepare a monograph on peer review of teaching. This work, being undertaken by ASA's Academic Professional Affairs Program (APAP), aims to publish a book that will provide guidelines for and facilities with an accessible understanding of how to undertake effective approaches to peer review of teaching in sociology. The volume will focus on best practices, as well as offer an overview, the societal and educational knowledge on this issue.

As with many topics about teaching, APA benefits from the national and international resources of the American Association for Higher Education. APA has had a long-standing tradition of working with disciplines and their associations and approached ASA to become involved in the peer review of teaching initiative.

Last June, ASA convened a group of eight sociologists who attend an AHA conference on Peer Review of Teaching in Albuquerque, NM. The eight sociologists who attend are: Carol Bailey, Virginia Tech; Beth HD, Iowa State University; Ruth Cottis, Syracuse University; Vaneta D'Anastas, Nebraska Institute; Carla Howery, ASA; Gary Spencer, Syracuse University; Tom Van Wallen, Western Michigan University; and Theodore C. Wagenaar, Miami University. After attending the cross-disciplinary project sessions, the sociologists gathered for an additional day to consider the framework of a book on peer review of teaching.

The sociological group emphasized two important assumptions about peer collaboration and review. First, the process of teaching is most likely to be effective when departments have a culture of collaboration. Departments need to reflect on whether they have a collection of courses or a collective curriculum. What are the natural opportunities for collaboration, such as when a group of faculty teach sections at the same course or teach part of a sequence of courses? Second, conversations about peer review of teaching must emphasize a range of effective techniques, which classroom observations are only one. Some of these techniques include: the pedagogical curriculum, the reflective syllabus, an oral teaching portfolio, a course portfolio, a teaching portfolio, teaching circles, course teams, and video taping.

Carla Howery, Director of the Academic and Professional Affairs Program, is editor and senior author of this book on peer review of teaching. Chapters are still being developed and shaped based on input from the Albuquerque group, department chairs, and other members of the peer evaluation community.

If your department or institution has engaged in peer review of teaching, please send your ideas and experiences directly to: APA, 723 N Street NW, Washington, DC 20005; fax 202-785-0416; e-mail apaapaa@asnnet.org.
Textbooks, from page 10

Mary Ann Lamanna
University of Nebraska-Omaha

I address my comments toward Mind, Meaning, and the broader questions raised by this report.

I first commend Norval Glenn for stating his opinions. We should have open debates of the sort that could be generated by a critical review of marriage and family textbooks. Unfortunately, in as much as we are told that textbooks are important, the free market ideology has led to a retreat from standard settings for textbook production. This is a danger to us as educators.

Norval Glenn is a respected scholar. But he is only one scholar in one location. Despite his review of textbooks, he cannot know that "the context of marriage and family courses at most colleges is likely to be one of limited contact with the discipline. The extreme specialization of academic disciplines and specialization of authors have led to a situation in which the author of one book may not even know who the author of another book is." (p. 19) This situation is the reality of textbook publishing.

Norval Glenn states that his review of textbooks was "catering to fashion." It is possible that he is reaching too far with his concern for the discipline itself. Since many have criticized the discipline, I believe that Norval Glenn is pointing to an important issue. But the discipline must address this issue.

The discipline must address the issue of the discipline itself. Since many have criticized the discipline, I believe that Norval Glenn is pointing to an important issue. But the discipline must address this issue. We must develop a new vision for the discipline that addresses the interdisciplinary nature of the discipline.

Arlene Skudnik
University of California-Berkeley

Norval Glenn's call for "family textbooks, commissioned by, written for, and distributed by the discipline, are not only the right thing to do, but they are right in the context of the discipline." (p. 19) This is a powerful statement. It is important that we develop a new vision for the discipline that addresses the interdisciplinary nature of the discipline.

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Funding, continued

Self, Rule and Mental Health: The Proj- ection of the Self into the Future: The contempoary theses of the self and the ego's dynamics are still in the process of development, and to apply these to mental health topics. Deadline for applications in Psychology: July 15, 1989. Further information: click-shield, School of Psychology, University of North Carolina, Chapel Hill, NC 27514.

Jeffrey M. Solberg, Program Director, School Psychology Training Program, Department of Sociology, Ball State University, Muncie, IN 47306.

North American Academy of Social Psychology, annual meeting, Fox Hotel, Atlanta, GA 30308.

New Books


Sociologists in the News

Charistine Hesse-Biber, Boston College, was cited in The New York Times (Oct. 16, 1990) for her book entitled "Deschooling". She was also interviewed by the Boston Globe for her research on the impact of school reforms.

John E. Farley, Southern Illinois University, was quoted in an article about the effects of school reforms on student achievement in the New York Times.

Laurel Carney, University of Pennsylvania, was interviewed for an article about the impact of school reforms on student achievement in the New York Times.

New Programs

Maastricht University, Faculty of Pharmacy, Department of Pharmacology, has announced an international 1-year program leading to a MSc degree in Pharmacy. The program is designed for those interested in conducting epidemiological research and is suitable for professionals who wish to gain expertise in this field.

Summer Programs

The Interdisciplinary Training in Nutrition and Physical Activity, operated by the National Institute of Child Health and Human Development, is offering a 2-week workshop for summer researchers in nutrition and physical activity.

Obituaries

H. Lawrence Ross (1954-1997)

H. Lawrence Ross, 63, died at home on Wednesday, June 25, 1997, after a long illness. The world has suddenly become a poorer place. Ross was known to many as "Dr. Ross". Lawmakers in almost every field paid tribute to his work, which was the foundation of the new science of drug development and evaluation. His work has been recognized in numerous awards and honors.

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1998 Regional Meeting Schedule


- Midwest Sociological Society, Kansas City Hyatt Regency Crown Center, Kansas City, Missouri, April 3-5, 1998. Theme: "Sociological Imaginings: Constructing Realms to Society's Puzzles and Paradoxes." Contact: Joanne Nagel, President-elect, Department of Sociology, University of Kansas, 716 Fraser Hall, Lawrence, KS 66045; (913) 864-4111; fax (913) 864-5200; e-mail jnagel@hawk.umkc.edu.

- North Central Sociological Association, Cleveland Marriott Society Center, Cleveland, Ohio, April 16-19, 1998. Theme: "Confronting & Managing Diversity in the 21st Century." Contact: Thomas Calkins, University of Nebraska-Lincoln, Department of Sociology, 711 Oldfather Hall, Lincoln, NE 68588-0324; (402) 472-6073; e-mail tcalkins@unl.edu.

- Pacific Sociological Society, Cathedral Hill Hotel, San Francisco, California, April 16-18, 1998. Theme: "The Value of Sociology." Program Chair: Jean Stockard, Department of Sociology, University of Oregon, Eugene, OR 97405; (503) 346-5005; e-mail jeansk@oregon.oregon.gov.

- Southern Sociological Society, The Radisson Hotel, Atlanta, Georgia, April 2-5, 1998. Theme: "Inventing Sociological Thought: Engaging Publics in Dialogue." Contact: Rebecca G. Adams, President, Department of Sociology, University of North Carolina-Greensboro, 237 Grimsby Building, Greensboro, NC 27412-3011; (919) 334-5295; fax (919) 334-5285; e-mail sadams@ncsu.edu.

- Southwestern Sociological Association, Copper Christi, Corpus Christi, Texas, March 18-21, 1998. Contact: Rosario Torres Raisins, President, Texas A&M University-Kingsville, Department of Sociology, Campus Box 177, Kingsville, TX 78365; (512) 393-2369; e-mail rtorres@tamu.edu.

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