

SABBATICAL LEAVE REPORT

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SABBATICAL LEAVE REPORT

PREFACE

PREFACE

This report is the result of countless discussions, interviews and observations. I have attempted to draw together the experiences of over ten months, twenty countries, and two distinct geopolitical regions of the world. It is the result of living with people of different social, linguistic, and religious backgrounds. For example, between the lines of this report, the reader should find the "blood, sweat, and tears" of working as a volunteer farm laborer on an Israeli kibbutz*. As a sociological report, it will include my personal comments and observations.

Although the research was planned months in advance, the results were by no means always 'expected'. The report will include many hours of reading newspapers, journals, books, and listening to lectures and radio programs.

In essence, the experiences from my sabbatical represent a one year geography, history, sociology, anthropology, international relations and foreign language course.

My interest in traveling to Europe and the Middle East has no specific beginning, but is rather the result of a lifelong personal interest in diverse people, their ethnic groups, family, religion, population and other related issues. As a sociologist, it was a broadening educational experience that will add more of a

* listed in glossary

cosmopolitan perspective to the classroom. Consequently, as a teacher, I will be able to use cross-cultural illustrations in my lectures to enhance my presentation of the material.

The research mentioned in Section 2 is the result of observations and surveys conducted at two public comprehensive schools in England. These results are not necessarily generalizable to any other population. The research was intended to be a pilot study and exploratory in nature. The information conveyed to the members of my department was gathered from those universities specifically listed in Section 3. They are however, clearly representative of universities in their respective countries.

It is my sincere desire that the reader of this report will gain an added appreciation for the value of sabbatical leaves as a result of the enthusiasm contained within the pages of this report.

SECTION 1

STATEMENT OF PURPOSE

The purpose of my year long sabbatical leave was to travel and conduct an independent study. As a sociologist I expect: (1) to maintain a broad awareness of the world in which I live, (2) develop techniques to enhance classroom instruction, and (3) make a contribution to the Mount San Antonio College community.

My travel took me to twenty countries in Europe and the Middle East. I had the opportunity to visit local cultural events and observe and mingle with the populace. I took many pictures to document my observations. I will share these with students and colleagues. Some are included with this report as examples of various sociological scenes (see 'Slide' section).

The next phase of my sabbatical included visits to over twenty universities in Europe and Israel to investigate the 'state-of-the-discipline'. I met with a faculty member and/or administrator at each one of the schools mentioned in Section 4. I collected many course outlines and course descriptions in order to determine the content and methods used (see appendices A, B, C, and D for examples). I conducted recorded interviews with a representative sample of these schools. These results have been presented to the Department of Sociology, Anthropology and Philosophy with an outline enclosed in Section 4.

The third phase of my leave involved conducting survey research on a small sample of both Israeli and English high school students

PURPOSE

(a copy of the survey instrument is included in Appendix E of this report). The data for the Israeli sample is incomplete, and this report is based solely on English and American data. I have written an article entitled "Use of the Taylor Johnson Temperment Analysis in a Comparative Study of English and American Subjects" and will submit it to the British Journal of Social Psychology and others for possible publication. As a result of my survey, I met the headmaster and headmistress of two comprehensive schools in England. I learned about the educational systems at the secondary and higher levels. I interviewed the principal of the kibbutz school about kibbutz education. This experience helped refresh my research skills and the article will serve to illustrate the use of the TJTA to my sociology students.

The last phase involved a review of the literature on staff development in Europe. This information is presented in Section 5 as abstracts of articles read. I interviewed three administrators of European universities to determine the staff development programs at their prospective schools. To my surprise, I found that the concept of staff development is not prevalent in higher education. Most staff development programs are directed at teachers at the primary and secondary levels.

SECTION 2

A SUMMARY OF THE SABBATICAL LEAVE

The following represents a synopsis of my sabbatical leave. Each point will be expanded under the appropriate section within this report, where applicable.

1. The duration of the sabbatical leave extended from September 1984 to June 1985.
2. Twenty countries/principalities were visited.
3. 25,000 miles were actually driven with over 30,000 total miles covered including flights, ferries, trains, etc.
4. The Atlantic and Mediterranean were crossed twice.
5. I was a volunteer worker on Kibbutz Shalom for nearly three months.
6. Some of the cultural events visited included:
 - a. The Royal Shakespeare Theater presentations of Hamlet and Henry IV, England.
 - b. The Vienna Boys Choir singing a Mozart High Mass, Austria.
 - c. The Israeli Philharmonic Orchestra conducted by former prime minister of England, Sir Edward Heath, Israel.
 - d. Papal blessing in Saint Peter's square, Italy.
 - e. Celebration of Christmas in 'Manger Square' Bethlehem, Israel.

- f. United Nations session on the development of the economies of the 'Third World', Switzerland.
 - g. Livestock auctions in Ireland, Scotland, Italy, and Israel.
 - h. Scottish Ballet performance of Cinderella, Wales.
 - i. Hurling match, Ireland.
 - j. Bedouin marketplace in the Negev Desert, Israel.
 - k. National Symphony Orchestra of the Union of Soviet Socialist Republic, Austria.
 - l. University lectures, Ireland, England, Spain, Italy, Israel.
 - m. Mass, Notre Dame Cathedral, France.
 - n. Mosque of Omar, Israel.
 - o. Shabbath services at The Great Jerusalem Synagogue, Israel.
 - p. Health spas, sports centers, Ireland, Austria, France, Scotland, Germany, Israel.
 - q. The Knessett, Israel.
 - r. Lunes de Aguas, Spain.
 - s. Semana Santa, Spain.
 - t. Beer Gardens, Germany.
 - u. British Broadcasting Company, England.
 - v. Bullfight, France.
7. Some of the more notable sociological points of interest include:
- a. Stonehenge, England.
 - b. Waterford Crystal factory, Ireland.
 - c. Red Label Scotch Whiskey factory, Scotland.
 - d. Grinding stone and orange juice factories, Israel.

- e. Wedgewood China factory, England.
- f. Massada, Jericho, Megiddo, Qumran archeological digs, Israel.
- g. Lebanese, Jordanian and Egyptian-Israeli borders, Israel.
- h. Dachau, Germany.
- i. American military installations, Germany.
- j. Omaha Beach and Normandy Beach, France.
- k. Goebel (Hummel) factory, Germany.
- l. Mercedes-Benz factory, Germany.
- m. Champagne factory, France.
- n. Cemeteries.
- o. Wool factory, Scotland.
- p. Ghettos.
- q. Sugarcane pickers, Portugal.
- r. Salt mine, Austria.
- s. Perfume factory, France.
- t. Acropolis, Greece.
- u. Leather factory, Italy.
- v. Olive pickers, Greece.
- w. Evening in home of Professor from University of Haifa, Israel.

8. The following is a partial list of museums visited:

- a. Freud's House, Austria.
- b. Anne Frank's House, The Netherlands.
- c. Goethe museum, Germany.
- d. Gutenberg museum, Germany.
- e. The Holocaust museum, Israel.
- f. Beethoven's birth house, Germany.

- g. Unteruhldingen-lake dwellers village, Germany.
 - h. The Alhambra, Spain.
 - k. Louvre, France.
 - l. Vatican Museum, Italy.
 - m. Uffizi Museum, Italy.
 - n. Marc Chagall Museum, France.
 - o. Prado Museum, Spain.
 - p. Mozarteum, Austria.
 - q. National Archeological Museum, Greece.
 - r. Shrine of the Book, Israel.
 - s. Versailles, France.
9. I visited over 20 universities in about 10 countries, talked with many faculty members, students and administrators, and sat in on numerous lectures and tutorial sessions.
10. I conducted my survey at two comprehensive schools in England and on a high school 'mossad'* which includes students from three kibbutzim* in Israel.
11. I took over 60 rolls of film to help document and illustrate the visits mentioned above.

* listed in glossary

SECTION 3

THE KIBBUTZ: THE EXPERIMENT IS NOT OVER

Introduction:

The following article is an attempt to describe the culture on Kibbutz Shalom* (Kibbutz Shalom is a fictitious name for the kibbutz, to protect their identity and allow a freer discussion of kibbutz life). This article is in no way all inclusive of kibbutz life but is the result of a case study on one kibbutz. Although I had the opportunity to personally visit over five kibbutzim*, the conclusions drawn are based on Kibbutz Shalom. Due to the focus of this article, the relationship of Kibbutz Shalom to other kibbutzim and the kibbutz federation* to which Kibbutz Shalom belongs will only briefly be described. The reader should bear in mind that not all kibbutzim are alike and the differences between kibbutzim can be quite significant. For example, some kibbutzim are wealthier, some have older populations, some are 'observant'* and in some, the children sleep with their parents.

Kibbutz: The Experiment Begins

What is a kibbutz*? What is its origin? What are the major values of the kibbutz? The result of my interviews and observations has brought me to the following conclusions. A kibbutz is a social experiment that developed in Eastern Europe at the end of the last

* listed in glossary

century and the beginning of the present. It was the brainchild of disillusioned and yet idealistic Jewish Zionists*. These Jews were disillusioned with the direction and implementation of the 'new' socialist ideologies under Lenin. On the other hand, they were very aware of their Jewish identities and background and wanted to help establish a Jewish homeland. They were not as concerned with the location of this homeland as they were with the social direction that the homeland would take. Many were members of various Jewish youth movements such as the HaShomer Hatzair*. These people, mostly young, were interested in creating a socialist utopia that eliminated the various evils that they saw in their respective societies.

During the early part of this century, land was made available for settlement in the Middle East by the Jewish National Fund. So many of these groups formed communities that would 'aliyah'* to this new land and eventually set up this new society. This was the beginning of the kibbutz. It was a socialist-utopian experiment that would develop a Jewish homeland as well as create a "new man". The ideology of the kibbutz is based on shared governance, common ownership, equality, work, and a return to the importance of land and its related resources. The kibbutz is then a community whose social organization is based on a socialist-utopian ideology. The land is not owned by individuals, and thus cannot be bought or sold. The 'haver'*, members or comrades, live with a socialist understanding of governance where the community is the ultimate power and authority. Each member works for the good of the whole. If a member works

* listed in glossary

outside the kibbutz, his/her paycheck is given to the general fund for use by all. The principal relationship is between the member and the community. Allegiance to the whole is expected, and is evidenced by the children reared outside of the parents' home. This was originally to ensure the proper place of the community over the family. Although, it is important to note that this description is true of some kibbutzim and not others.

The kibbutz that I was affiliated with is part of a larger federation. This federation pools the resources of many, for the benefit of the individual kibbutzim. For example, each kibbutzim contributes to the federation manpower that is used on projects of common interest. The federation also represents the individual kibbutzim to the Knesset*, as well as to foreign governments. There are three major kibbutz federations, each with its own uniqueness. The Kibbutz Artzi*, in which I was involved, is considered the most 'leftist-socialist' of the three. It has been closely affiliated with the labor party 'Mapam'.

A Farm Commune

The kibbutz is located near the Biblical city of Nazareth in the prophetic and apocalyptic valley of Jezreel. It is in the northern part of the country within minutes from the port city of Haifa. Surrounding the kibbutz is a tall chain link fence with barbed wire on top. Upon entering the main gate, there is a guard house with swinging arms that controls entry. The roads and

* listed in glossary

buildings are well used and in some cases in need of paint and repair. The kibbutz is located on a small hill with its farmland and orchards surrounding it. The kibbutz factory is located just inside the main gate on the left side of the street. Across the street, are some family housing in the form of apartment buildings. At the top of the hill are the children's houses and kibbutz offices. These buildings are old and look much like barracks. From the top of the hill, one has a panoramic view of the entire kibbutz and the surrounding valley. Here the dairy farm with corrals, milking house, feed storage silos and feed bins can be seen. There is also a view of the chicken houses and incubator building. The storage areas for the various farm implements, with numerous tractors of all sizes, are also within sight. Looking south, there is a construction project that includes some new apartments for the members. Just behind these are the fruit orchards of avocado and various citrus trees. The orchards continue around the perimeter of the buildings for 180 degrees. There is a gymnasium, swimming pool, tennis court, and large dining hall which is the most popularly used building on the kibbutz.

The dining hall, also known as the 'chadar ochel'*, is the hub of social activity on the kibbutz. It is where three meals a day are served, where the kibbutz general meetings and other committee meetings take place, and where guest speakers and special performances are held. The dining hall is where Shabbat* dinner is celebrated with family and friends every Friday night. In this same building, the job assignments are posted. These assignments list both

* listed in glossary

the job and location on a daily basis (see appendix E for an example). Next to where the job assignments are posted, is the 'club house' for the members called the 'moadon'*.

In very broad terms that Americans can relate to, the physical appearance of Kibbutz Shalom looks very much like a farm labor youth camp. The kibbutz in general, with building location and appearance as examples, seems more concerned with function rather than esthetics. It is the type of place where people live and work, and the evidences of external symbolic status are minimally visible. A pamphlet given to volunteers puts it this way.

"Kibbutz is our home. The door is the gate and the walls are the barbed wire. This may be just a little hard to understand, but try. We eat together in a communal dining room and put our children to sleep together in a communal children's house...; the dining room and the children's houses are rooms, part of our home...You might think that you are coming to a summer camp--after all, we have swimming pools and dining halls and live in the country--but this is our home all of the time..."
(Yoel and Avi)

* listed in glossary

Life as a volunteer

I was accepted on Kibbutz Shalom as a volunteer temporary worker. I first made contact with the 'Aliyah' office in Los Angeles, where I met a member and resident of the kibbutz who suggested that his kibbutz would be just the place to do my research. He put me in contact with the kibbutz and the door was opened for my visit. His duty as a representative of the kibbutz federation is to recruit potential new immigrants to the various kibbutzim in Israel. After a short interview, lengthy application, and a complete physical, I was notified that I would be accepted as a volunteer worker.

Volunteer workers are generally single people from around the world who wish to donate their time to a kibbutz for a minimum of one month and a maximum of one year. The age limit is between 18 and 30 and children are not allowed. For those who arrive in Israel without any prior commitment, the various kibbutz federation have offices in Tel Aviv where most of the volunteers are interviewed and assigned to a kibbutz. Most of the volunteers on Kibbutz Shalom were Western Europeans and Americans. Germany and the Scandinavian countries were overrepresented in relationship to the other European countries. Most were young, seeking new experiences and/or leaving some 'bad' situations back home. Although most of the volunteers are non Jewish, there seemed to be a definite empathy for the Jewish/Zionist cause in Israel. They displayed an interest in learning the language and culture, including the various issues of the kibbutz. There are

many cases where volunteers actually become members of the kibbutz. This usually takes place by marrying a member and converting to Judaism.

The role of the volunteer has become an increasingly important one. During the past fifteen to twenty years the kibbutz has undergone many significant changes. These changes include a decline in the number of young people becoming members, an increase in the average age of the members, and a tendency for members to prefer the 'non-manual labor' occupations. The result is that the kibbutz has been left with a need for young people to work in the less desirable positions in the community. These jobs have been filled mostly by the volunteers. This means that the volunteers are the 'braceros' of the Israeli Kibbutz. They are seasonally occupied, have little clout, and are relegated to the lowest levels of the communal system. Their jobs include fruit picking, cleaning, dishwashing, laundry, landscape, fieldworker and laborer.

Within the kibbutz community, the volunteers' world is normally separate from the mainstream kibbutznik. "...many volunteers feel isolated from the kibbutz in the volunteers' 'ghetto'" (Yoel and Avi). The volunteers are generally transient, young, non-hebrew speaking, and therefore it takes a real commitment on the part of the community to accept them. Many kibbutzniks I met were quick to point this fact out. "Many of us, quite frankly, are tired of taking the initiative with volunteers. We've been burned in the past" (Yoel and Avi).

I was fortunate, for a number of reasons, to be accepted. Being an American was no great advantage, because American volunteers do not have a good reputation. Americans do not seem to do well as farmworkers and tend to complain about their jobs and other aspects of kibbutz life. The result of these preconceived notions the kibbutzniks had about me was more motivation to "prove" myself and eventually I was able to overcome these prejudices. I soon developed many meaningful relationships.

My specific jobs included picking fruit, washing dishes, and cleaning the gymnasium and dining room. I also was a helper in the kibbutz factory and on the landscaping crew. I was expected to work six days a week, six hours per day. We reported for work according to a schedule (see appendix D) which was posted every evening. A typical day would look something like this.

- 5:30 Wake up and get ready for work.
- 6:00 Breakfast in the dining hall.
- 6:30 Leave via tractor to the citrus or avocado orchards.
- 10:00 A fifteen minute break of cookies and coffee or water.
- 12:30 Leave the fields for lunch in the main dining hall
- 1:30 Shower and time to get any needed supplies.
- 2:00 Relaxation, free time, visit friends, write letters, naps (due to late evening hours).
- 6:00 Dinner in dining hall.
- 9:00 Various activities including volleyball matches, movies, lectures, committees, or visit friends.
- 11:30 Deep discussions about Arabs, United States, future of the kibbutz, etc.

As a volunteer, I received everything that I needed for my basic care. Toothpaste, soap, towels, clothes, shoes, coffee, cigarettes and food were provided for us. I was housed in what appeared to be the most primitive area of the compound. I was assigned a single room, about 8' x 8', that resembled an old, worn out, military barrack. I was given a portable heater and coffee pot. The room was furnished with a closet with drawers, a wooden platform with a mat (this I assumed was the bed) and a hanging lamp that was made out of a feeder from the chicken house. Apparently, based on the graffiti on the wall, the previous resident wasn't satisfied with kibbutz life (or maybe with life in general).

The Society and Culture of Kibbutz Shalom

The kibbutz is a subcultural social organization in Israel that includes approximately four percent of the population. Its influence in the overall society is clearly visible and does not correspond to the number of members. It can best be described as subscribing to three major values. First it has shared governance and direct political participation which is best illustrated by a distinct absence of manifest status rankings and role descriptions. Each member has one vote, can participate in whatever level of the decision-making process, and can serve in any capacity that he/she is elected to. All decisions of any importance are made during the members' general meetings. Although there is a Secretariat* elected by the members, the role carries little manifest benefits. In fact,

* listed in glossary

when I would ask the kibbutzniks who the most important person on the kibbutz was, most would try to avoid a direct answer and inform me that there was no 'one' most important person.

The second characteristic value found on Kibbutz Shalom is communal ownership and collective responsibility. These values can be seen in the lack of private ownership by the members. Each member works, whether on or off the Kibbutz, for the good of the whole. If he/she works outside the kibbutz, their paycheck is given to the general fund. Money gained, for example, as the result of reparation for the concentration camp experience must be given to the kibbutz. When a person joins the kibbutz, all their money earned from past employment goes to the community. Each individual is expected to behave as if the entire compound is their home. They do not own their rooms or any particular area of the compound but in fact, collectively own it all. If a member decides to leave the kibbutz they are usually sent off with a sum of money but they do not sell any of their part in the commune. This cultural value is also evidenced by the collective living arrangements. As a child, one is required to live in a house with peers and be cared for by a member called a 'metapelet'*. These living arrangements begin shortly after birth and continue until the child, now a young adult, is given a 'chedar'* for themselves. The idea behind this type of arrangement, is to develop ties with the peers and other members as the primary relationship. The family relationship and allegiance is seen as counter productive to this socialist ideal. Part of this value is a

* listed in glossary

conscious attempt on the part of the socializers to create a "new man", one who would model the socialist-humanist ideal.

Emphasis placed on work is a third characteristic value evidenced on the kibbutz. Originally, the idea of the collective was that all work was of equal value and that the labor of some would not be the profit of others. Today, even though the system has compromised on the the Socialist ideology of not profiting from another's labor, the work ethic is still taught and stressed through many facets of kibbutz life. The children are all assigned tasks almost as soon as they can walk. Each is held accountable for household chores and other assignments delegated by the metapelets. The whole educational process of the older children is surrounded by the emphasis that work is what life on the kibbutz is all about. Each high school student is given a job to do both when they are at school and on their home kibbutz. The most respected jobs such as, bookkeeping and purchasing, are rotated monthly with cleaning or child care. Productivity is essential for the survival of the kibbutz. During more recent times, the mechanization and introduction of manufacturing industries to the kibbutz has altered the emphasis from agriculture to manufacturing. One might conclude, therefore, that life on Kibbutz Shalom is work and that work on the kibbutz is life.

The preceding three cultural traits represent those that are most significant. The following list includes others that I observed during my stay:

1. Utilitarianism- the value of people and things is

a function of their utility.

2. Conformity (external and internal)- adherence, both visible and ideological to the kibbutz's philosophy.
3. Latent Social Control- no visible enforcement agency, but rather community pressure.
4. Implicit Moral and Social Responsibility- each member is expected to understand the difference between egoism and altruism and be governed by their conscience.
5. Indirect Patterns of Communication- gossip and 'word-of-mouth' is quite prevalent and used as a means of social control.
6. Secularistic- very little evidence of any religious life but much anti-religious sentiment.
7. Nonmaterial Sanctions- work is its own reward.
8. Humanitarian Ideals- service to community and country is valued.
9. Political Awareness and Activism- politics and kibbutz life go 'hand-in-hand' exemplified by numerous seminars and programs on the kibbutz which increase members' political awareness.

Each of these values in combination are what make the kibbutz a unique sociological experience. They are the basis from which all social life on the kibbutz is governed.

SECTION 4

THE UNIVERSITIES OF EUROPE

The following is a list of universities I visited:

Edinburgh University
University of Paris V
University of Oxford
Pontifical Gregorian University
University of Salamanca
University of Manchester
Autonomous University of Madrid
University of Rome
University of Montpellier
University of Nice
London School of Economics and Political Science
University of Madrid
Pontifical University of Salamanca
University of Galway
University of Dublin
University of Bath
Cambridge University
Haifa University
Johannes Gutenberg University
University of Barcelona
Glasgow University
University of Liverpool
University of Valencia
Oranim (Haifa University)

OUTLINE OF REPORT TO SOCIOLOGY DEPARTMENT

OUTLINE OF REPORT TO SOCIOLOGY DEPARTMENT

Sociology in Europe: An Examination of The Field

- I. Introduction
 - A. Background to traveling to the universities
 - B. Qualifications and Limitations
 - C. Importance of international perspective
- II. Universities visited and contacts made
- III. General description of the educational system in Europe
- IV. Sociology and its place in academe
 - A. Common currents and trends?
 - B. Faculties and Departments
 - C. What is the current value of Sociology to the individual?
 - D. What is the current value of Sociology to society?
- V. Pedagogy
 - A. Is there a core of the course?
 - B. What are the various styles of presentations?
 - C. What are the required assignments?
 - D. What texts are used?
 - E. How are students evaluated and graded?
- VI. Conclusions and Recommendations

SECTION 5

THE STAFF DEVELOPMENT PROGRAMS OF EUROPE: A LITERATURE REVIEW

Abstract:

"A Teacher Center, British Style: An Innovative Approach to Inservice Education" (Swiniarski,1982) is a report on the T.F.Davies Teacher Center in Bradford, England. Swiniarski states that the 'teacher center movement' is new to the U.S. but is not new to the English educational system. She states that the T. F. Davies Teacher Center could serve as a model for centers in the U.S.

The center is located in a converted manor house and serves as the center of teacher gatherings for the Bradford School District. It is a place where teachers socialize, conduct seminars and receive international visitors and dignitaries. It contains lunchroom and pub facilities that help in creating a relaxed atmosphere. The center's main function is to "provide in-service training, to promote curriculum development and to manage an educational resource loan service".

Although the faculty are given no financial incentives for using the center, it appears to be widely and constantly used. The programs are planned by the teachers themselves and are not mandatory or graded. Teacher competence and confidence are stressed and are guided by 'educational specialists'. These specialists aid in coordinating the courses offered by the center and by publishing booklets. Exactly how the positions of the specialists are funded is not clear in the article.

The center offers a variety of resources to teachers. These include audio-visual, materials on pedagogy, as well as traveling exhibits for use in the classroom. Some of this material is directed to the special needs of the school district and may not be available elsewhere.

Apparently, the major problem is financial. The budget available is not sufficient to meet the increasing demand for the use and upkeep of the center. It was noted that vandalism and maintenance are causing a hardship on the center.

Abstract:

"Wider World of In-Service Beckons..." by Bert Lodge (Lodge, 1978), is an article on Department of Education and Science proposals for in-service training in England. The proposals represent the "most concrete" suggested forms of in-service training handed out at the government level. The suggestions include:

- *Staff conferences on aspects of in-service training to begin on Friday mornings, during school time, and run through Saturday afternoon.
- *University award-bearing courses for groups of staff, many of which are based on activities in their own schools.
- *An in-service training consultant, who should be an outsider, for every school. He or she could be an adviser, teacher's centre warden, teacher from another school or college or university staff.

These proposals would be implemented by the local districts with some funding coming from the Department of Education and Science. Apparently, the government has given the schools permission to release 3 per cent of the teaching force per year for in-service training. Lodge suggests that one member of the staff coordinate all the activities of in-service education, noting that simply posting available opportunities is not enough.

Abstract:

John Batten in an article "In-Service Education in Teachers Centres. A Suggested Approach" (Batten, 1973) states that "the principles thought to hold good for the practice of curriculum development in schools also holds good for planning the provision of in-service education for teachers". His suggestion is that clearly stated aims and objectives be used in the teacher centers and that these same goals and objectives be used in evaluating effectiveness. His belief is that most of the 500 teacher centers are operating "by no coherent theory of innovation". He compares the English centers with their American counterparts by referencing an article by Havelock in The British Journal of Educational Technology (Havelock, 1971). Havelock proposes three models for teacher centers: the 'social-interaction model' based on formality, the 'problem-solving model' which is set up to help teachers realize their own "needs" and the 'research, development and diffusion model' with its emphasis on experimentation.

Regardless of the model employed, Batten contends that the key element in the staff development process is the attitudes of the teachers. He addresses this issue by suggesting that the word "development" rather than "innovation" be used to diffuse negative attitudes toward in-service programs. He gives other suggestions all with the aim of increasing the involvement of the faculty in the process.

In addressing the issues of teacher centers, specific aims, goals, and objectives are offered. These aims include, "make explicit the needs of teachers in local schools and to develop attitudes favourable to innovation as a means of meeting those goals". It is his assumption that many of the aims and objectives would be implemented using the various models suggested by Havelock as they are deemed appropriate by the individual centers. Each center using whatever model or models would by necessity, require administrative and district support. This support could come in the form of physical supplies and space or simply through patience in relation to the relative slowness in achieving these goals. Yet, in the final analysis, Batten states that the ability of the centers to demonstrate their effectiveness through concrete evaluation will determine their priority.

Abstract:

Due to declining enrollments and 'static' faculties, Michael Bruce believes that the 1980s will see a growth in staff development. In his article, "Inservice Education Grows Massively in Western

Europe" (Bruce,1980), he comments on the findings of two large research projects. The first project was done by, The Center For Educational Research and Innovation of the Organization for Economic Cooperation and Development, CERI, and the second by the Commission of the European Community, CEC. According to CERI projections, teachers will face greater teamwork, more individual counseling, greater participation in planning and management, as well as more 'action research'. CEC, on the other hand, sees a 'polarizing' of aim between conservatives with their emphasis on the basics and the innovators or the 'radical view' of education with their emphasis on change. The real question is, as Bruce points out, whose "interests" are staff development programs geared for-the needs of the teachers or of the institution? This is the concept of staff development.

Bruce also cites two programs as examples of what has been and is being done in Europe. The first example given was the result of the British James Commission report that was implemented in Liverpool and in Northumberland schools. This pilot program categorized teachers by years of employment and then proceeded to organize in-service for each particular group. For example, the post-probationary teachers, referred to as the 'induction year', were given a 75% reduction in load and extensive training both in and out of the school settings. The second example cited was in Milan, Italy. A private organization was developed for the professional preparation of teachers. Its basic orientation attempts to equip teachers by presenting the 'context' rather than merely presenting methods of education.

As to the future of staff development, Bruce states that "it seems likely that most of Europe will move toward a system of reciprocal obligation: the obligation of the public authorities to support and finance in-service courses and of the teacher to pursue further study". Similar to the American dilemma, the bottom line is the availability of revenue. Schools have static faculties ready for in-service programs and yet school districts are faced with a declining student population and its corresponding loss of revenue.

Abstract:

Roberto Pasini in "The Training of Teachers in Active Service" (Pasini, 1983), outlines 'aggiramento', the staff development process, in Italy. 'Active service' refers to currently employed classroom teachers. Pasini states that the traditional assumption of staff development is that the teachers have had prior training, which has not been the case. Thus, he prefers the concept of 'training of teachers in active service' which does not make that traditional assumption.

Any teacher training, according to Pasini, must deal with the continual process of change. "This is a process that proceeds bit by bit, along a tortuous path, with serious delays, but nonetheless moving all the time". As a result, two objectives emerge for implementation in staff development programs: "overcome resistance to change in the teaching body and encourage an attitude favorable to transformation" and "provide new areas of competence both in the individual disciplines as well as in methods" for structural changes.

The article concentrates on the 'institutional framework' in which these programs will be carried out. Pasini identifies the various changes that have occurred on the national, regional, and district levels in Italy and the new 'norms' that they have produced. These include: (1) school administrators must recognize the necessity of training and provide the resources as needed, (2) 'updating' is a right and duty of teachers, (3) the training must be "linked to concrete realities of each individual educational institution..", and (4) a model must be developed using experimentation and research with input from all segments of the educational system. Each of these new 'norms' create many issues that must be decided and reconciled if staff development is to be successful. For example, Pasini questions whether the format of the programs would be open, which means "collaboration with the outside world, and in particular with the world of production".

He concludes the article with a proposed 'transitional strategy' which includes suggestions for developing manageable programs that are both structured and yet flexible. The stress is on using existing resources, autonomous and flexible programs and changing with the changes of the society.

SECTION 6

CONCLUSION

Any sabbatical leave of this magnitude carries with it inherent dangers. I had planned for over a year to accomplish certain tasks that, due to circumstances beyond my control, I was not able to realize. For example, in the staff development aspect of my report, I encountered some difficulties. The various universities I visited did not have visible staff development programs and the research material that I included as abstracts on staff development dealt with primary and secondary education. Also, the faculty members and administrators I spoke to viewed my sabbatical with minimal interest and therefore, it was with great difficulty that I was able to gather the information that I did. Yet each of these experiences gave me greater awareness of education and its current "state-of-affairs" in Europe and Israel.

Another problem surfaced while I was on the kibbutz. Access to various aspects of the kibbutz society were limited by the nature of my relationship with the community. As a volunteer- the lowest status level on the kibbutz, my movement and questions were not taken seriously by some. Also, at the beginning of my stay I was informed that I would be treated the same as every other volunteer. I was not to expect any special favors either because of my age or because of my profession. I encountered some resistance in conducting my survey. For example, the principal of the high school told me: "what the kibbutz needs is for you to stay and help us, not to conduct surveys

about our students". This is one possible explanation for the absence of my data mentioned in the Purpose Section of this report.

Were it not for the help of two kibbutznik friends, this experience would have made it more difficult or impossible to accomplish my goals.

Despite these few exceptions, my sabbatical leave was very successful. I have developed slide presentations for my introduction to sociology and marriage and family courses. I will also give lectures and slide presentations to the Child Development classes in both the Sociology and Home Economics Departments. I have included an article on the kibbutz culture and value system as supplemental reading for a section on culture in sociology courses and a research article to illustrate the research process of science. I will speak to the staff development committee about my interviews and experiences with the professionals in this area. I will make recommendations to them regarding staff development and sabbatical leaves. I will present a summary of various aspects of my sabbatical leave to the faculty-at-large through a slide presentation.

During my sabbatical leave I was able to accomplish most of my expectations. It was a personally rewarding and refreshing experience. It gave me an opportunity to greatly expand my frame of reference and to experience other parts of the world. This has already affected my classroom experience with the addition of many interesting cross-cultural illustrations and slides that document various observations that I was able to make. I have returned with a renewed enthusiasm for what takes place here at Mt. San Antonio

CONCLUSION

College. I was able to make some determinations of my students strengths and weaknesses in relation to students in Europe. I was able to evaluate my class content and requirements in contrast with my colleagues in other higher educational settings. I have decided as a result, to implement more reading and writing assignments than I previously required. I found the European and Israeli students to be more knowledgeable about "us" than we are about "them". Therefore, I will include more cross-cultural information to allow students to better understand the European and Israeli culture and society and the interrelatedness between our various societies.

The sabbatical also afforded me the opportunity to contact and establish relationships with colleagues from sociology and related disciplines in various parts of the world. I was able to renew my interest in study, as a result of being confronted with the interests of others. I was able to dialogue about the issues that face teachers and the more specific issues that the sociologist faces. These experiences will greatly enhance my abilities as an educator.

As a result of this sabbatical, I became a part of a kibbutz 'family'. The experience of living with people of different racial, cultural, religious, and economic backgrounds was an experience that cannot easily be duplicated. The kibbutz experience was one that allowed me to see a social experiment in progress, and have an impact on its outcome. As a consequence of discussions that I had with kibbutzniks, many were able to re-evaluate their positions on various community issues. During this time, I was also challenged to

CONCLUSION

evaluate my own personal philosophies and renew my commitment to education and the learning process. Many of these experiences are already being conveyed to my students through discussions and slide presentations. For example, in my marriage and family classes, I have demonstrated a renewed commitment to the the concept of the family within the context of 'community'.

It is my sincere desire that the Board of Trustees and the various committees of Mount San Antonio College that deal with sabbatical leaves will gain a sense for the benefit of leaves as a result of my report and enthusiasm. It was and will continue to be an experience of tremendous educational and personal value.

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FIRST APPLICATION FOR SABBATICAL LEAVE



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

December 15, 1983

Mr. David Medina
Campus

Dear Mr. Medina:

In a preliminary review by the Salary and Leaves Committee, your sabbatical leave application, in its present form, has been determined to be:

_____	Acceptable for consideration
_____	Acceptable with information
<u> X </u>	Questionable
_____	Unacceptable

Please see the attached review by the Salary and Leaves Committee.

A grace period has been established to allow the Salary and Leaves Committee to request additional information from applicants. Some applications submitted were found to be questionable or unacceptable for various technical and/or procedural reasons and are being returned to the applicants for additional information and/or clarification and/or revision.

No ranking of applications has been done at this time. To give equal opportunity to all applicants, the Salary and Leaves Committee has agreed that you may if you so desire make changes in your application. Whether you make changes or no changes in your application, the Salary and Leaves Committee will give equal consideration to all applications in the ranking procedure to determine the order of recommendations for sabbatical leaves to the Board of Trustees, i.e., evaluation and ranking will be based on the complete application.

Any changes in your application will be made as a written addendum. Please return the enclosed application and addendum to the Personnel Office by January 4, 1984.

Sincerely,

Walter W. Collins, Chairperson
Salary and Leaves Committee

myw

Enclosure: Sabbatical Leave Application
cc Salary and Leaves Committee

MT. SAN ANTONIO COLLEGE

Personnel Services

**SABBATICAL APPLICATIONS
1984-85 SCHOOL YEAR**

Salary and Leaves Committee's Preliminary Review:

Applicant's Name David Medina

1. Potentially, a very good sabbatical idea, but the proposal needs more ~~specifics~~ ~~about sabbatical activities~~ and the practical results of such activities.
2. Have you made arrangements for visitations to universities and colleges as listed in your proposal? What is the minimum number of visitations to colleges and universities?
3. Explain your "interview" methodology.
4. Need more evidence of the "concrete" results of your sabbatical activities.
5. Explain how you will be "reviewing literature" and what you will be looking for in your review of the literature.

APPLICATION FOR SABBATICAL LEAVE

Name of Applicant David J Medina

Address P.O.Box 5117 Orange, California

Employed at Mt. San Antonio College beginning Fall 1976

Dates of last sabbatical leave:

From N/A To N/A

Department Sociology, Anthro., Philos. Division Social Science

Length of sabbatical leave requested:

Purpose of sabbatical leave:

One semester Spring
Fall _____

Study _____ Independent Study
and Research _____

Two semesters x

Travel _____ Combination
(specify) Travel and
Independent Study

Administrative _____

NOTE: Sabbatical periods are limited to contractual dates of the academic year.

Effective dates for proposed sabbatical leave:

From September 1984 To June 1985

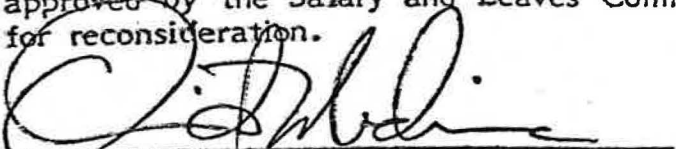
and (if taken over a two school year period)

From _____ To _____

Attach a comprehensive, written statement of the proposed sabbatical activity(ies) including a description of the nature of the activity(ies), a timeline of the activity(ies), an itinerary, if applicable, the proposed research design and method(s) of investigation, if applicable.

Attach a statement of the anticipated value and benefit of the proposed sabbatical activity(ies) to the applicant, his/her department or service area, and the College.

Any change or modification of the proposed sabbatical activity(ies) as evaluated and approved by the Salary and Leaves Committee must be submitted to the Committee for reconsideration.


Signature of Applicant

December 1, 1983
Date

Applicant's Name David J Medina

The acknowledgment signatures reflect awareness of the sabbatical plan for the purpose of personnel replacement. Comments requested allow for recommendations pertaining to the value of the sabbatical leave plan to the College. Applicants must obtain the signatures of acknowledgment prior to submitting application to the Salary and Leaves Committee.

ACKNOWLEDGMENT BY THE DEPARTMENT/DIVISION

Signature of Department Chairperson Stanley M. Hower Date 12/1/83

Comments:

Signature of Division Chairperson Arthur Loran Date 12/1/83

Comments:

ACKNOWLEDGEMENT BY THE OFFICE OF INSTRUCTION

Signature of Asst. Superintendent/Vice President, Instructional & Student Services _____ Date _____

Comments:

FINAL ACTION BY THE SALARY AND LEAVES COMMITTEE:

Recommend approval to the Board of Trustees

Not recommend approval to the Board of Trustees

Signature - Chairperson, Salary and Leaves Committee Date _____

Signature - Authorized Agent for the Board Date _____

TO: Salary and Leaves Committee
FROM: David J Medina
SUBJECT: Application for Sabbatical Leave
DATE: December 1, 1983

PROLEGOMENA

A "sociologist is a person intensively, endlessly, shamelessly interested in the doings of men. His natural habitat is all the human gathering places of the world, wherever men come together. The sociologist may be interested in many other things. But his consuming interest remains in the world of men, their institutions, their history, their passions" (Berger, 1963). As a sociologist, I am constantly expanding my knowledge and understanding of this complex world in which we live. The subject matter of sociology is continually changing as we deal primarily with contemporary social issues. Education is also undergoing change as technology and knowledge expand at an exponential rate. R. Buckminster Fuller said recently, on education automation, that "in the last half-century, we have graduated from a local twelve-mile-radius daily domain into a world-around multithousand-miles-radius daily domain, as a consequence of our ability to alter our own ecological patterning" (Fuller, 1979) To be effective, as a sociologist and educator, it is imperative to grow and broaden one's frame of reference, and it is in that spirit that I submit my proposal for a sabbatical leave for the 1984-85 school year.

STATEMENT OF PURPOSE/OBJECTIVES

The purpose of this sabbatical is threefold.

1. To broaden my world view through increasing my knowledge and experience of the sociocultural environments of Israel and the European continent.
2. To investigate the pedagogical and theoretical underpinnings of college and university educators in these two regions of the world.
3. To research the in-service/staff development literature and programs for the college and university professoriate in Europe.

METHODOLOGY

The proposed research methods employed to satisfy the above stated objectives are to include, but are not limited to, participant observation, field research, interviews and review of the literature.

OBJECTIVE 1: I will live and work in a kibbutz in Israel for a minimum one month and possibly for as much as three months. During this time I will work alongside with the Israelis observing them as a coworker/volunteer on the kibbutz. I am especially interested in studying the family and the educational system on the kibbutz. As a prelude to my stay I will be reviewing some of the social/psychological literature included as an appendix to this application.

I also, propose to travel throughout Europe visiting at least, but not limited to, Great Britain, Spain, France, Germany, Italy, Switzerland, Luxembourg, and Belgium (a more detailed itinerary follows). This will include "living" with the people and visiting the homes, schools, churches, social gatherings, and social and cultural affairs of as many of these countries as possible.

OBJECTIVE 2, I will observe (a) the current methods of teaching and (b) the content of social science courses, with special emphasis on sociology at colleges and universities in the above mentioned countries with special emphasis on English and Spanish (I am fluent in Spanish) colleges and universities. A list of some of the colleges and universities that I will visit follows.

OBJECTIVE 3, I propose to review the pertinent research in the field of in-service/staff development which is included as an appendix to this application. Also, I wish to meet with and discuss the various programs offered to college and university professors by the various institutions. I will interview, where possible, as many staff development professionals and tour the various teacher training and staff development centers at the institutions.

ITINERARY

<u>Month</u>	<u>Country</u>
Sept.	Spain, Portugal
Oct.	France, England, Ireland
Nov.	Germany, Switz., Bel., Lux.,
Dec.	Italy, Israel
Jan.	Israel
Feb.	Israel
March	England
April	Return to U. S.

ITINERARY OF UNIVERSITIES AND COLLEGES

(not necessarily in this order)

Universidad Complutense De Madrid
University of Madrid

Universidad Autonoma De Madrid
Autonomous University of Madrid

Universidad De Salamanca
University of Salamanca

Universidad Pontificia De Salamanca
Pontifical University of Salamanca

Universidad De Zaragoza
University of Saragossa

Universite Des Sciences Humaines
University of Human Sciences (Strasbourg II)

Universite Paris VII
University of Paris VII

Universite De Nice
University of Nice

Universite De Montpellier
University of Montpellier

Karl-Marx-Universität Leipzig
Karl Marx University of Leipzig

Kunsthochschule Berlin
College of Fine and Applied Arts

Pädagogische Hochschule
Karl Friedrich Wilhelm Wander
College of Education

Pontificia Universitas Gregoriana
Pontifical Gregorian University

Pontificia Studiorum Universitas
A. S. Thoma Aquinate in Urbe
Pontifical University of St. Thomas Aquinas in Rome

Universite De Lausanne
University of Lausanne

British Academy

London School of Economics and Political Science

University of Cambridge

University of London

University of Manchester

Educational Institute of Scotland

ANTICIPATED VALUE AND BENEFIT

Much of the anticipated personal value of this sabbatical lies in the intangible realm of experiential knowledge, which is very difficult to quantify and specify. The sheer exposure to our neighbors will make me a more urbane, cross-culturally exposed person. It should afford me the opportunity to reflect on me as an individual, an American, and a member of the human race. It will give me more of a "sense of place" and "feel for today." Since I have been teaching for ten (10) years it will be used as a refreshing break from the hectic college routine. My students will benefit from my renewed vigor, vitality, and the experiences that this trip will afford. I will also be a role model for my students illustrating the idea the education is a lifelong

process and teachers are interested in staying informed and current.

Since sociology originated in Europe (Robertson, 1977), especially Germany, France, and England, it will give me a better grasp and understanding of its history. This will be translated into my lectures and other teaching tools that will directly benefit the learning process in the classroom. The contact and exposure with my European colleagues and students that this experience will provide will enable me to examine my courses and update and/or alter my course material and presentation. My interest and courses in marriage and the family will greatly benefit with new insights on relationships from my observations of families and people in general throughout the world. I will develop a new segment in each of the classes I teach to discuss the family of the kibbutz. This will include lecture and audiovisual techniques.

Finally, as a senior member of the college-wide staff development committee, I am in the position of implementing ideas and suggestions that I obtain from my research. Our school has been struggling with various staff development models and are in the process of setting one in motion that might be able to use some alterations. The bibliography is extensive and current and my observations will give me the information to make informed recommendations and offer suggestions to the Director of Staff Development and the committee. I, upon returning, will turn in an extensive report to that committee and will be available to discuss the various staff development programs and teacher training services offered by our counterparts in Europe.

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ENCLOSURES

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SECOND APPLICATION FOR SABBATICAL LEAVE



MT. SAN ANTONIO COLLEGE

COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: 714/594-5611

February 3, 1984

Mr. David Medina
Campus

Dear Mr. Medina

The Salary and Leaves Committee has completed the review and evaluation of sabbatical leave applications for the 1984-85 school year. I am pleased to inform you that the Committee will recommend that the Board of Trustees approve your sabbatical at the February 23, 1984 Board Meeting. You will subsequently be informed of the Board's action.

As explained in the sabbatical leave orientation meeting and in the published materials developed by the Committee, the evaluation of sabbatical applications was based upon established criteria and thorough review by the Committee.

You are respectfully reminded that, upon granting and acceptance of the sabbatical leave, you are obligated contractually to fulfill your sabbatical plans as approved by the Committee. Any modifications from the approved plan must receive prior approval from the Salary and Leaves Committee. If for any reason, you are unable to fulfill any of the sabbatical activities, please notify the Committee. Payment of salary and benefits is contingent upon this agreement.

Congratulations on the success of your application. I hope that your sabbatical will prove to be of mutual benefit to you and the College.

Sincerely,

Walter W. Collins, Chairperson
Salary and Leaves Committee

myw

cc Salary and Leaves Committee



MT. SAN ANTONIO COLLEGE

COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: 714/594-5611

February 24, 1984

Mr. David Medina
Social Sciences Division
Campus

Dear Mr. Medina:

At the regular meeting of February 23, 1984, the Board of Trustees accepted the recommendation of the Salary and Leaves Committee to approve your sabbatical leave application for the 1984-85 school year.

It is the purpose of a sabbatical leave to improve instruction and other programs at the College. Any change in plans must be submitted in writing to the Salary and Leaves Committee for prior approval. The request for change must state the manner in which the revised proposed study and/or travel will result in benefit to the District. Unauthorized changes, except those beyond the control of the applicant, will constitute a breach of the sabbatical leave agreement.

Employees granted sabbatical leaves should review Article XI, Section K, of the existing agreement between Mt. San Antonio College/Faculty Association for contractual provisions regarding sabbatical leaves. You will be notified in the near future when the contract is ready for signature. Following the sabbatical leave, you must submit a comprehensive report of your activities to the Salary and Leaves Committee. The Committee strongly recommends that you refer to the Sabbatical Leave Report Guidelines developed by the Committee for your use.

We hope your sabbatical program will be an outstanding personnel and professional experience for you and will be of significant benefit to your students.

Sincerely,

Walter W. Collins, Chairperson
Salary and Leaves Committee

myw

cc Salary and Leaves Committee

TO: Salary and Leaves Committee
FROM: David J Medina
SUBJECT: Application for Sabbatical Leave
DATE: January 5, 1984

PROLEGOMENA

A "sociologist is a person intensively, endlessly, shamelessly interested in the doings of men. His natural habitat is all the human gathering places of the world, wherever men come together. The sociologist may be interested in many other things. But his consuming interest remains in the world of men, their institutions, their history, their passions" (Berger, 1963). As a sociologist, I am constantly expanding my knowledge and understanding of this complex world in which we live. The subject matter of sociology is continually changing as we deal primarily with contemporary social issues. Education is also undergoing change as technology and knowledge expand at an exponential rate. R. Buckminster Fuller said recently, on education automation, that "in the last half-century, we have graduated from a local twelve-mile-radius daily domain into a world-around multithousand-miles-radius daily domain, as a consequence of our ability to alter our own ecological patterning" (Fuller, 1979) To be effective, as a sociologist and educator, it is imperative to grow and broaden one's frame of reference, and it is in that spirit that I submit my proposal for a sabbatical leave for the 1984-85 school year.

STATEMENT OF PURPOSE/OBJECTIVES

The purpose of this sabbatical is threefold.

1. To broaden my world view through increasing my knowledge and experience of the sociocultural environments of Israel and the European continent.

2. To investigate the pedagogical and theoretical underpinnings of college and university educators in these two regions of the world.

3. To research the in-service/staff development literature and programs for the college and university professoriate in Europe.

METHODOLOGY

The proposed research methods employed to satisfy the above stated objectives are to include participant observation, field research, surveys, interviews and review of the literature.

OBJECTIVE 1 I will live and work in a kibbutz in Israel for a minimum two months and possibly for as much as three months. During this time I will work alongside with the Israelis observing them as a coworker/volunteer on the kibbutz. I am especially interested in studying the family and the educational system on the kibbutz. As a prelude to my stay I will be reviewing some of the social/psychological literature included as an appendix to this application.

During my stay and as a part of my independent study I will accomplish the following:

a. as a participant observer (i.e. complete participant—a genuine participant in what is being studied), I will actually work on the Kibbutz alongside other Israelis. The work could include teaching children, picking fruit, preparing the food or any other task that I will be assigned to. I am scheduled to work 5 days a week with two days off. My living and eating accommodations will be like any other Kibbutznik, which will afford that invaluable hands-on, a birds-eye-view of kibbutz life. This information will be recorded in a log-journal which will be included in my report and be assigned reading for the unit on culture in introduction to sociology.

b. as a field researcher (i.e. participant-as-observer — a participant with the clear understanding that research is being undertaken or observer-as-participant — one who identifies himself as a researcher and interacts with the participants in the social process but makes no pretense of actually being a participant), I will observe the daily family life of the kibbutzniks with special emphasis on the type of interaction between husband and wife and parents and children and its effect on personality make-up. I am especially interested in marital satisfaction and parental discipline. I will photograph various scenes to illustrate the various types of discipline used on the children. This information will be contained in a log-journal on a regular basis.

c. for my survey (a research method used for descriptive, explanatory, and exploratory purposes in describing a population), I will use the Taylor-Johnson Temperament Analysis (see attached examples of questions, profile sheet, and answer sheet). This is a widely used (I use it every semester in my marriage and family classes) instrument that shows the testee in visual form a profile of his/her personality along nine traits. These traits include nervous, depressive, active-social, expressive-responsive, sympathetic, dominant, subjective, hostile, and self-disciplined. We have norm tables for American high school students and my goal is to determine the norms from a cross-section of Israeli high school students and

compare the two groups. My thesis is that American and Israeli high school students differ significantly from each others norm for the nine traits. The direction of the difference is not yet clear but I am willing to make a few directional hypotheses as follows:

- H1= American high school students are more nervous than Israeli high school students.
- H2= Israeli high school students are more self-disciplined than American high school students.
- H3= Israeli high school are more depressive than their American counterparts.

The results will be written up as a research article and submitted for publication. It will also be assigned reading in introduction to sociology and social problems classes as an example of survey research. It will also be assigned reading in marriage and family classes to illustrate both survey research and the potential uses of the instrument.

I also, propose to travel throughout Europe visiting at least, but not limited to, Great Britain, Spain, France, Germany, Italy, Switzerland, Luxembourg, and Belgium (a more detailed itinerary follows). This will include "living" with the people and visiting the homes, schools, churches, social gatherings, and social and cultural affairs of as many of these countries as possible (see attached letters of correspondence). A travel log-journal will be kept of each sociological event of significance with a special emphasis on the everyday life of the people of each country. A photographic essay will be developed from each country illustrating my impressions and observations. This will be shown to the faculty at a staff development presentation and to students of sociology as a cross-cultural comparison.

OBJECTIVE 2, I will observe (a) the current methods of teaching and (b) the content of social science courses, with special emphasis on sociology at colleges and universities in the above mentioned countries with special emphasis on English and Spanish (I am fluent in Spanish) colleges and universities. A list of some of the colleges and universities that I will visit follows (also, see attached letters of correspondence). As a part of this objective I will collect course outlines and any other information that instructors use in these courses. I am requesting the universities allow me the opportunity to observe the actual classes in progress. I will also interview (a research method that allows for data collection in which one person asks questions of another). The questions will be oral and recorded so that exact transcripts of the important aspects of the conversation can be accurately reported. The questions will include: what is the core of the course?; what style of presentation is most often used? what are your methods of evaluation? what types of homework is assigned and what is its purpose? what are the various topics covered during the term? what is the current value and use of the discipline to the individual and the society? I propose to visit a minimum of 20 such universities and issue a detailed report of my findings to the members of my department and any interested parties.

OBJECTIVE 3, I propose to review the pertinent research in the

field of in-service/staff development which is included as an appendix to this application. A review of the literature is to bring the reader up to date on the previous research in the area under consideration. This will be done by abstracting at least 10 studies or works in the field of staff development and write a summary of each, including a discussion of its relevance to Mt San Antonio College. This will afford me the background to ask intelligent questions of those professionals in the field. I will visit at least 5 staff development/teacher training centers at the Israeli and European universities (a complete list will follow) and interview (see above for method of interviewing) directors of the various programs. A special report with slides will be presented at a staff development session with constructive comments on possible ideas for incorporation into our teacher resource center concept.

ITINERARY

<u>Month</u>	<u>Country</u>
Sept.	Spain, Portugal
Oct.	France, England, Ireland
Nov.	Germany, Switz., Bel., Lux.,
Dec.	Italy, Israel
Jan.	Israel
Feb.	Israel
March	England
April	Return to U. S.

ITINERARY OF UNIVERSITIES AND COLLEGES

(not necessarily in this order)

Universidad Complutense De Madrid
University of Madrid

Universidad Autonoma De Madrid
Autonomous University of Madrid

Universidad De Salamanca
University of Salamanca

Universidad Pontificia De Salamanca
Pontifical University of Salamanca

Universidad De Zaragoza
University of Saragossa

Universite Des Sciences Humaines
University of Human Sciences (Strasbourg II)

Universite Paris VII
University of Paris VII

Universite De Nice
University of Nice

Universite De Montpellier
University of Montpellier

Karl-Marx-Universität Leipzig
Karl Marx University of Leipzig

Kunsthochschule Berlin
College of Fine and Applied Arts

Pädagogische Hochschule
Karl Friedrich Wilhelm Wander
College of Education

Pontificia Universitas Gregoriana
Pontifical Gregorian University

Pontificia Studiorum Universitas
A. S. Thoma Aquinate in Urbe
Pontifical University of St. Thomas Aquinas in Rome

Universite De Lausanne
University of Lausanne

British Academy

London School of Economics and Political Science

University of Cambridge

University of London

University of Manchester

Educational Institute of Scotland

ANTICIPATED VALUE AND BENEFIT

Much of the anticipated personal value of this sabbatical lies in the intangible realm of experiential knowledge, which is very difficult to quantify and specify. The sheer exposure to our world neighbors will make me a more urbane, cross-culturally exposed person. It should afford me the opportunity to reflect on me as an individual, an American, and a member of the human race. It will give me more of a "sense of place" and "feel for today." Since I have been teaching for ten (10) years it will be used as a refreshing break from the hectic college routine. My students will benefit from my renewed vigor, vitality, and the experiences that this trip will afford. I will also be a role model for my students illustrating the idea the education is a lifelong process and teachers are interested in staying informed and current.

Since sociology originated in Europe (Robertson, 1977), especially Germany, France, and England, it will give me a better grasp and understanding of its history. This will be translated into my lectures and other teaching tools (e.g. slides, artifacts, etc.) that will directly benefit the learning process in the classroom. The contact and exposure with my European colleagues and students that this experience will provide will enable me to examine my courses and update and/or alter my course material and presentation. My interest and courses in marriage and the family will greatly benefit with new insights on relationships from my observations of families and people in general throughout the world. I will develop a new segment in each of the classes I teach to discuss the family of the kibbutz. This will include new lecture and audiovisual materials.

Also, as a senior member of the college-wide staff development committee, I am in the position of implementing ideas and suggestions that I obtain from my research. Our school has been struggling with various staff development models and are in the process of setting one in motion that might be able to use some alterations. The bibliography is extensive and current and my observations will give me the information to make informed recommendations and offer suggestions to the Director of Staff Development and the committee. I, upon returning, will turn in an extensive report to that committee and will be available to discuss the various staff development programs and teacher training services offered by our counterparts in Europe and Israel.

Finally, this sabbatical opportunity will afford some very personal experiences that words would fall short of describing and some real tangible results to my students and colleagues at Mt San Antonio College (for a more detailed discussion see the methodology section of this application). These include all of the following and more, a survey research report, a slide presentation of the Israeli Kibbutz, a slide presentation of family life with special emphasis on the child discipline, a journal of my observations as a participant observer, interviews with colleagues and staff development

professionals, slides of life in the various countries visited, course outlines and handouts in social science courses in these foreign universities, improved lecture and audiovisual material, and staff development ideas of current practices and suggestions for implementation.

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- Robertson, Ian. Sociology. New York: Worth, 1979.

ENCLOSURES

<u>Item</u>	<u>Page number</u>
Correspondence	i-xx
Taylor-Johnson Temperment Profile	xxi-xxl11
Bibliography (on file)	

GLOSSARY

- Aliyah - immigrant or immigration (Hebrew). Many kibbutzniks are the result of the "Youth Aliyah" in Europe. In conversation, the term 'aliyah' identifies which wave of immigrants a person came with, first aliyah, second aliyah, etc..
- Chadar ochel - dining room. This is the kibbutz's center of social life. The particular kibbutz I stayed on had a television for viewing programs while eating dinner and also a bulletin board for announcing major kibbutz events. It is the hub of social activity and the meeting place of committees and the weekly general assembly meeting.
- Cheder - the living quarters of members of the kibbutz. Literally it means 'room'. It is generally a small three room flat consisting of bedroom, living room, and kitchen.
- HaShomer Hatzair - the name of the second largest kibbutz movement, The National Kibbutz Movement. It is the most 'left' and represents eighty-five settlements in Israel today.
- Haver - Hebrew for member or comrade. You become a 'haver' when you are accepted for membership on a kibbutz. It is a socialist sounding term used in defining the 'in-group'.
- Kibbutz - a communal village in Israel. The population ranges from 30 to 1,500 inhabitants which live on land that is nationally owned. All property is communally owned, with the exception of a few personal belongings.
- Kibbutz Artzi - see HaShomer Hatzair
- Kibbutzim - plural for kibbutz. There are over 280 kibbutzim in Israel today. This represents just over 3.5 percent of the total population of Israel. They represent 24 percent of the agricultural sector and over 40 percent of the agricultural production of the State. They are responsible for 10 percent of the gross national product of Israel.
- Kibbutz federation - an organization made up of many individual kibbutzim. There are presently four kibbutz federations which represent all of the kibbutzim of Israel. The largest is the HaTnua HaKibbutzit HaMeuchedet or TAKAM - The United Kibbutz Movement. Each federeration has offices which handle inter-kibbutz issues, intergovernmental affairs, and national and international marketing of kibbutz products.
- Kibbutz Shalom - a ficticious name for a kibbutz in northern Israel. It was the kibbutz that I was personally involved with and in order to maintain the confidentiality of the kibbutz, I chose to call it the 'Peace Kibbutz'. It has over 700 members and is a member of the HaShomer HaTzair federation.

Glossary

- Knesset - Israeli parliament made up of representatives of various political parties elected by the people.
- Metapelet - a nursemaid or child-care worker usually responsible for a particular cohort of children or young people
- Moadon - the clubhouse where members can relax, read and watch television.
- Mossad - Hebrew for 'institution'. It is the name of the kibbutz high school.
- Observant - an orthodox Jew. One who observes the law according to the Jewish custom. When I was first confronted with this term I thought that I was being asked if I was a perceptive person.
- Secretariat - the elected 'ranking' official who helps oversee all aspects of the kibbutz society. Serves a two year term.
- Shabbat - Jewish Sabbath, begins on Friday evening at dusk and ends on Saturday at dusk. No observant Jew is supposed to work during this time.
- Zionist - generally used to designate a person who is pro-Israel and for the establishment of a Jewish state.

APPENDIX A - COURSE OUTLINE UNIVERSITY OF EDINBURGH

3. One feature of the politics of waged work is the attempt to exert control over pay and conditions. Discuss with reference to the strategies of either managers or workers.
4. 'Among unionised white-collar workers there has developed identification with the wider labour movement and increasing support for its policies.' Consider the evidence for this and comment on its political significance.
5. 'The increasing intervention of the state on the side of employers in industrial relations means that every important trade union struggle has today a political dimension, since it impinges directly on government economic strategy' (HYMAN). Discuss.

UNIVERSITY OF EDINBURGH

DEGREES OF M.A. AND B.Sc. (SOCIAL SCIENCE)

SOCIOLOGY 1

Tuesday, 5th June 1984—9 a.m. to 12 noon

Examiners—Mr B. ELLIOTT (Chairman)

Dr L. JAMIESON

Dr J. ORR

Dr S. RAFFEL

Professor A. H. HALSEY (University of Oxford)

Answer ONE question from each of the THREE sections of PART ONE

Answer TWO questions from ONE of the Options in PART TWO

Candidates in the third or later years for the degrees of B.A.(Arts), B.Com., B.Sc.(Social Science), B.Sc.(Science) and LL.B. should put '(3)' after their names on each script book.

PART ONE

(Answer ONE question from EACH section)

(SECTION A)

1. What is meant by the phrase 'structured social inequality'? What evidence would you use to assess the extent and nature of such inequality in Britain in recent years?
2. 'The British education system, like that in many other countries, favours those who are already privileged, and puts further obstacles in the path of those who are disadvantaged.' Discuss with reference to empirical findings and particular explanations that have been offered.

3. What do you see as the main strengths and weaknesses of Marx's theory of class?
4. How would you explain the fact that high levels of unemployment in Britain in recent years have not produced widespread protest?

(SECTION B)

1. Discuss the contribution of one or two of the following to our current understanding of sexual behaviour and to ways in which it can be studied:
 - (i) Kinsey;
 - (ii) Masters and Johnson;
 - (iii) Farrel;
 - (iv) Gagnon and Simon.
2. Are rules of sexual conduct contributing to inequality between men and women?
3. Has labelling theory especially assisted our understanding of any particular forms of deviance?
4. Compare and contrast accounts of deviance and social order offered by functionalist and Marxian writers.

(SECTION C)

1. What is 'moral realism'?
2. What socialisation practices can teach children the distinction between a rule and a principle? Do you think Piaget is aware of these practices?
3. What has Parsons contributed to our understanding of the effects of parental behaviour on the socialisation of the child?
4. What have Garfinkel and Belotti contributed to our understanding of sexual stereotyping?

PART TWO

(Answer TWO questions from ONE option)

ISSUES IN CRIME AND SOCIETY

1. To what extent is the information we receive about crime 'socially constructed'?
2. Critically discuss the notion that race is a fundamental issue in any sociological analysis of crime.
3. 'Disciplined and feminised.' Is this an accurate description of the treatment of women in at least one part of the judicial system?
4. 'The police should be accountable to the community.' Discuss.
5. 'Hotels for Prisoners.' How accurate is this as a description of prisons?

MEDIA STUDIES

1. Do the mass media in Britain stand in danger of being compromised by their subservience to the market and the state?
2. 'The news is a manufactured product that is organised and constructed from within very limited ways of seeing the world.' Discuss.
3. 'The viewer is brought the weird and wonderful, the transient and the unstable, the eccentric and the bizarre' (ELLIS). Is this fair comment on TV documentaries?
4. How do you account for the popularity of Coronation Street?
5. A feminist critique of representations cannot be limited to a discussion of stereotypes. Discuss.

THE POLITICS OF THE WORKPLACE

1. Have we been moving towards a service economy?
2. Since the Second World War, there have been significant changes in women's work experience in Britain. Describe these and assess their impact on sex equality.

SOCIOLOGY IA Brief Guide to Essay Writing

These notes are designed to help you write your essays. No-one can make this an easy task and no advice will solve all your problems. But there are some general principles which are worth thinking about, and there are also technical points which you must follow if you are to produce an acceptable essay.

In a useful booklet [1] Jessie Reid suggests 'the five main requirements in most pieces of written work are, (1) knowledge; (2) relevance; (3) coherence; (4) originality; (5) a reasonable standard of literacy'. Let us look at each of these.

(1) Knowledge:

This comes from many sources and you should not despise such things as newspapers, well observed everyday experience, novels, plays, photographs and the like. The chief source of reliable sociological knowledge however must come from your reading, lectures, tutorials and seminars - not just in sociology but also in cognate subjects. Of course you have to filter all these critically and view them with a 'sociological eye'.

You will receive reading lists covering the essay subjects but you should not be afraid to stray outside the books listed; learn to use the library to track down other books or journal articles.

It is important to acknowledge your use of other people's ideas of writing. In the case of quotations, there is no problem: you must put them in inverted commas and give the reference, and we tell you how to do it below. In the case of ideas it is more difficult. Where you simply precis some writer you should clearly acknowledge it. Where a whole section is based loosely on a particular writer or writers you should acknowledge the fact. Beyond that you have to use your judgment. Do not plagiarise! Not only is it an academic crime, but it does not provide you with a useful learning experience - anyone can copy from a book.

(2) Relevance:

Just as in examinations it is essential to answer the question, so in an essay you must stick to the point. Constantly ask yourself whether what you are writing adds anything to your discussion of the topic. Don't put in everything you read, or your entire lecture notes in the hope that it will gain you credit; it is far more likely to do the reverse.

(3) Coherence:

Essays should have a beginning or introduction, the central 'meaty' part and some kind of conclusion. They should also have a structure and a connected argument; do not jump from one point to another in a random way. Coherence is difficult to achieve, and for most writers depends on preparing a plan in note form first. This should not be a list of names or even ideas but a brief sketch of the state of the argument at each point. Many people find it best to write the introduction last! In the essay it often helps to summarise an author's argument and give a reference, rather than go into unnecessary and tedious detail which belongs more to the original author's work than your own. This can avoid a lengthy digression which weakens the structure of your essay - and it leaves more space for your own argument.

[1] Jessie Reid, A Guide to Effective Study, University of Edinburgh Transition Publications No.1, n.d.

(4) Originality:

One can't have everything and no-one expects a lot of originality in first year sociology. But the way an argument is structured can be original in itself, and bringing a critical mind to bear on the question will take you a long way.

(5) Literacy:

Some of us are better stylists than others but we can all learn to write grammatically and to spell correctly. It does not give the reader great confidence in your ability if you spell authors' names incorrectly, or consistently misspell common sociological terms, or worse still words in everyday usage. Use a dictionary if in doubt.

Hurried writing often shows up in omitted conjunctions, singular nouns with plural verbs, and the like. It is important to get these fairly elementary points right; try to go further than this and make your essay enjoyable to read.

Apart from these five requirements a number of technical points to be followed:

1. Leave broad margins on both sides of the sheet for comments.
2. Don't cram the essay into too small a space; spreading it out a bit makes it more readable.
3. Number the pages.
4. References can be given in two ways. Use one convention only in any one essay; the first is perhaps more common in sociological writing. Either you number the place in the text to which the reference applies and then cite the reference either at the foot of the page, or more conveniently for the author and less conveniently for the reader in a list at the end of the essay. Thus the text might contain a numeral as follows:
[7] The reference would then go:

[7] M. Weber, The Protestant Ethic and the Spirit of Capitalism, London: Unwin University Books, 1930.

if you are referring to a book (title is underlined). This is the full reference. For essay purposes, place of publication and publisher could be omitted but the date should be retained.

Articles are slightly different:

(7) Stuart Henry and Gerald Mars, 'Crime at Work', Sociology, 12 (2) 1978.

The journal (Sociology) is underlined, as is the volume number 12.

(2) is the issue number. Some journals number their volumes in Roman numerals (xii). You do not then need to underline it.

If you are actually quoting you will wish to add the page reference at the end - e.g. 1930, pp.136-7; or 1978, p.251.

Occasionally you might find these combined in an edited book, e.g.

(7) M. Weber, 'Science as a Vocation', in H.H. Garth and C. Wright Mills (eds.) From Max Weber, London: Routledge and Kegan Paul, 1948, pp. 129-156.
over...

The other main way of referencing is useful if you want to refer to a particular work or works frequently. In this form the text merely contains at the appropriate place the author, the date and the page reference if needed, all in brackets: (Weber, 1930 : 40). You then list all the works in alphabetical order in a bibliography at the end. They should then be listed in a slightly different style:

Henry, S. and Mars, G. (1978). 'Crime at Work', Sociology, 12, 245-264.

Weber, M. (1930), The Protestant Ethic and the Spirit of Capitalism.
London: Unwin University Books.

You may want to have footnotes or end notes in the essay. These are comments, aside from the main argument but relevant, which you wish to make. Simply number the point in the text # [5] - and put the note at the bottom of the page (footnote) or at the end of the essay (end note). If you are using the first referencing system then references to books and articles and notes are simply numbered consecutively, no distinction being made between them.

All this probably seems very complicated. If you look at a few books and articles you should soon get the hang of it. You can also ask your tutor for help. It will make life easier if you always take down the details of an article or book completely at the time you are reading it and making notes.

If you have used a lot of different works but only referred specifically to one or two, then you may want to put a bibliography at the end, listing your reading alphabetically. Do not however just reproduce the essay list if you haven't used the material!

Finally, some practical considerations. You must hand your essays in on time and this means planning ahead. It takes a fair time to do the reading and to write a good essay. So start early and resist the temptation to go on reading till the last minute. Time spent in structuring the essay, tightening the argument and writing clearly is seldom wasted. Make sure your essay can be read; if you can type this is a great advantage. (Think about starting now if you can't already type!). And above all, don't get in a panic. Every year nearly all students manage to write their essays and to get reasonable marks for them. If you plan your work properly and apply yourself, you will have no difficulty. If you do find yourself having problems seek help early; from your tutor for ordinary problems but from your Director of Studies if you have persistent difficulties which extend across subjects.

Unit 1 Sociology as a critical disciplineWeeks 1 and 21. Sociology - its image and its development

All academic subjects acquire 'public images', so let's begin by looking at the current image of sociology and the ways in which this has been produced. This will lead us to examine, briefly, the development of the discipline, particularly in Britain, and to some preliminary exploration of what sociologists do.

Required reading

T. Bilton et al.	<u>Introductory Sociology Ch.1</u> (N.B. Catalogued under 'Introduction')
P. Berger	<u>Invitation to Sociology Ch.1</u>
J. Eldridge (Working Papers in Sociology)	'Images of Sociology' (in Reading Room photocopy file)

Suggested reading

British Sociological Association	<u>Practice & Progress - British Sociology, 1950-1980</u>
P. Abrams	<u>The Origins of British Sociology 1834-1914</u>
T. Bottomore	<u>Sociology as Social Criticism Ch.1</u> (available in Readings for Sociology (RFS) from tutors)
P. Worsley	<u>Introducing Sociology Ch.1</u>

2. The sociological imagination

If, as is frequently suggested sociology has a distinctive perspective, how could one describe this? What is the nature of sociological explanation and how does the subject establish its claim to be a 'critical' discipline?

Required reading

C.W. Mills	<u>The Sociological Imagination Ch.1</u> (extract in P. Worsley <u>Modern Sociology, Part 1</u>)
P. Berger	<u>Invitation to Sociology Ch.2</u>

Suggested reading

T. Burns	'Sociological Explanation' (in Readings for Sociology available from tutors)
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over...

3. Making sense of social change

From its earliest phase, sociology has been concerned with broad social changes, most obviously, with the development of capitalism and industrialism. Accordingly, it has always had an historical focus and, at its best, a capacity to show how major processes shape not only structures and institutions but also the day to day lives of individuals.

Required reading

P. Abrams
D. Bertaux

Historical Sociology Ch.1
Biography and Society esp Chs. 9,
16, 17.

Suggested reading

K. Marx

Selected Writings in Sociology and
Social Philosophy Part 3 'The
Sociology of Capitalism'.

T. Burns

Industrial Man Part 1, introduction
and extracts from Weber and Marx.

P. Worsley

Problems of Modern Society, 7
(extract from E.P. Thompson The
Making of the English Working Class)

4. Sociology and the need for social criticism today

Since the mid-seventies Britain has experienced, along with other western societies, some profound changes. Industrial decline and economic stagnation have led to extraordinary levels of unemployment and political programmes aimed at economic regeneration have produced greater inequality, and increasing centralisation. If sociology is a 'critical discipline' what commentary can it make on these changes?

Suggested reading

E.P. Thompson

Writing by Candlelight esp. section
on 'The State of the Nation'

F. Field

Inequality in Britain, 10, 'The
Private Market Welfare State'

V. George & P. Wilding

Ideology and Social Welfare, Ch.2
'The Anti-Collectivists'

C. Hood & M. Wright

Big Government in Hard Times.

Unit 2 Social Inequality Weeks 2-6

The assessed reading for this unit is C. Cockburn, Brothers: Male Dominance and Technological Change. The first S.A.E. which is based on this book is to be handed in during Week 4 (1st or 2nd NOVEMBER).

over...

1. Social inequality: the distribution of income and wealth

The levels and types of income and the stocks of wealth available to individuals, families and social groups are obviously of fundamental importance. So what do the present distributions look like, how have such distributions changed and what seem to be the current trends? Behind these descriptive materials lie important questions about how such regularities arise and persist.

Required reading

T. Bilton	<u>Introductory Sociology</u> , pp. 65-94
J. Westergaard & H. Resler	<u>Class in a Capitalist Society</u> , pp. 31-58

Suggested reading

Central Statistical Office	'Social Commentary: Social Class' (in RFS, available from tutors)
A.B. Atkinson	<u>Wealth Income and Inequality</u>
Royal Commission on the Distribution of Income and Wealth	Reports (There are several of these - look particularly at 4 and 5)
A.B. Atkinson	<u>The Economics of Inequality</u>

2. Poverty and Riches

Now let's look at the ends of the distributions - at those who are in poverty and those who enjoy great wealth. What is the extent of poverty in this 'affluent society' and how can we account for it? And who are the rich and how have they acquired and transmitted their wealth?

Required reading

P. Townsend	<u>Poverty in the United Kingdom</u> , pp. 893-902 (also in RFS)
T. Bilton	<u>Introductory Sociology</u> , pp. 94-98 and 143-148

Suggested reading

G. Brown & R. Cook	<u>Scotland: The Real Divide</u>
K. Coates & R. Silburn	<u>Poverty: the Forgotten Englishmen</u>
W.D. Rubinstein	<u>Men of Property - Early report of this study in P. Stanworth & A. Giddens</u>
Benwell Community Project	<u>Elites in British Society</u>
J. Westergaard & H. Resler	<u>The Making of a Ruling Class</u>
	<u>Class in a Capitalist Society</u>
	'Women in the Labour Market', pp.97-107 (also in RFS)

over...

3. Workplace Inequalities

Now let's broaden our discussion. Disparities in income and wealth are not the only inequalities we should consider. In the work-place conditions, perks and degrees of security can vary widely as too can the experience of authority. And very importantly, there are great inequalities here between men and women.

Required reading

D. Wedderburn

Poverty, Inequality and Class Structure, Ch.7 'Relative Deprivation in work'

T. Bilton

Introductory Sociology, Ch.6 pp. 321-347

M. Young & P. Willmott

The Symmetrical Family Ch.4.

Suggested reading

P. Worsley

Modern Sociology, Ch.6

D.L. Barker & S. Allen

Dependence and Exploitation in Work and Marriage

A. Oakley

The Sociology of Housework

A. Oakley

Subject Women, Section III

S. Epstein

Woman's Place

N. Dennis, Henriques & Slaughter

Coal is Our Life

H. Beynon

Working for Ford

T. Nicholls & D. Armstrong

Workers Divided

D. Lockwood

The Blackcoated Worker

A. Amsden

The Economics of Women and Work

4. Worklessness

Large-scale unemployment is once again a feature of our society, but 'the unemployed' are not an undifferentiated mass. So, who are the unemployed and what do we know about the various experiences of worklessness in capitalist societies? And how is unemployment explained?

Required reading

A. Sinfield

What Unemployment Means, Chs. 1, 2 & 3

D. Showler & A. Sinfield

The Workless State, Ch.1

Suggested reading

B. Crick

Unemployed - originally Political Quarterly, January 1981

D. Marsden

Workless, esp. Parts 1 & 3

J. Seabrook

Unemployment, esp. Ch.4

R. Berthoud & J. Brown

Poverty and the Development of Anti-Poverty Policy in the U.K. Ch.4

A. Stafford

'Learning not to Labour' (in R.R. Photocopy File)

over...

5. Education and Social Inequality

All industrial societies engineered a vast expansion of their educational services in the past thirty years. What lay behind this? We need to look critically at the objectives and the achievements in educational reform and try to account for the persistence of evident inequalities in provision and differences in pupils' and students' achievement.

Required reading

T. Bilton
P. Worsley
A.H. Halsey

Introductory Sociology, Ch.7
Introducing Sociology, Ch.5
Trends in British Society since 1900,
Chs. 6 & 7

Suggested reading

S. Bowles

'Unequal Education and the Reproduction of the Social Division of Labour', in J. Karabel and A. Halsey, Power and Ideology in Education, also in A. Coxon & C. Jones, Social Mobility. Schooling and Capitalism
Origins and Destinations

R. Dale et al.
A.H. Halsey et al.

6. Class and Education in Scotland

There is a powerful myth that Scottish education is more open, more egalitarian than that offered in other parts of the United Kingdom. What are the roots of this and what light is cast upon it by recent research conducted by the Centre for Educational Sociology here?

Required reading

A. Macpherson & D. Raffe
A. Macpherson & D. Raffe
D. Raffe

'Social Class Inequality in Educational Attainment Since the War'
'An angle on the Geist: Persistence and Change in the Scottish Educational Tradition'
'Education and Class Inequality in Scotland'.
(All these in multiple copy in R.R. photocopy files)

Suggested reading

D. McCrone et al.
J. Gray, A. Macpherson and D. Raffe
L. Gow & A. Macpherson

'Egalitarianism and Social Inequality in Scotland' (RR photocopy files)
Reconstructions of Secondary Education
Tell Them From Me.

7. Education in Britain: the view from the right

Criticism of education in Britain - by some of those associated with the so-called 'new right' - flourished in the middle and late seventies and some of those closely associated with the 'black papers' are now in government. What beliefs and values lie behind current attempts to change the shape and character of our educational system?

Suggested reading

R. Boyson	<u>The Crisis in Education</u>
C.B. Cox & A.E. Dyson	<u>Fight for Education: a Black Paper</u>
do.	Black Paper 2
do.	Black Paper 3
D. Rubinstein	<u>Education and Equality</u> , paper by C. Griggs 'The Conservative Approach to Education'
N. Wright	<u>Progress in Education</u> , Part 2 (assessing the Black Papers)

8. Theories of class and stratification: Functionalist views

Having provided a good deal of descriptive material the task is now to give a broader interpretation of these patterned inequalities. We can begin with the functionalist theory of stratification. What are its key elements and how can it be appraised?

Required reading

T. Bilton	<u>Introductory Sociology</u> , pp.126-131
P. Worsley	<u>Introducing Sociology</u> , pp. 494-511
R. Bendix & S. Lipset	<u>Class, Status and Power</u> , articles by Davis and Moore and by M. Tumin

9. Marx on Class

The term 'class', precisely because it is so commonly used, is cloaked in ambiguity. In Marx's writings we find the most sustained and influential use of this concept. So, how is class to be defined and why in Marx's own work (and that of many latter day 'Marxists') are ideas about 'class conflict' and 'class consciousness' so central?

Required reading

T. Bilton	<u>Introductory Sociology</u> pp. 52-60
E. Fischer	<u>Marx in His Own Words</u> pp. 61-79
K. Marx	<u>Selected Writings on Sociology and Social Philosophy</u> pp.186-209

over...

Suggested reading

L. Benson
A. Giddens

Proletarians and Parties Ch.1
Capitalism and Modern Social Theory
Part 1, esp. pp. 35-45
The Class Structure of the Advanced
Societies, pp. 23-33.

A. Giddens

10. Weber on Stratification

Weber, in his writings, took issue with Marxian accounts of class structure and developed ideas about how societies contained several different kinds of patterned inequality. While class divisions remained for him too vitally important he defined them differently and also focussed attention on stratification based on status and on political power.

Required reading

T. Bilton
R. Bendix & S. Lipset

Introductory Sociology pp. 60-63
Class, Status and Power, see
Weber's essay on 'Class Status and
Party'. This is also found in H. Gerth
and C.W. Mills From Max Weber
Classes, Power and Conflict pp.60-86

A. Giddens & D. Held

Suggested reading

L. Benson
A. Giddens
A. Beteille

Proletarians and Parties Ch.2
The Class Structure of the Advanced
Societies, Ch.2
Social Inequality, paper by Runciman
on 'Three Dimensions of Social
Inequality'.

11. Changes in the Class Structure

Much has changed since the classic writings of Marx and Weber. Certainly the economic structure and with it the array of occupations has altered a good deal. Have we in fact seen the emergence of a 'new' class, a 'service' class? What have been the consequences - economic and political - of the growth of white collar, technical and professional groups? Do we need to modify our theories of class and stratification?

Required reading

T. Bilton
A. Giddens

Introductory Sociology, pp. 98-113
The Class Structure of the
Advanced Societies, pp.177-197

over...

Suggested reading

E.O. Wright

'Class Boundaries in Advanced Capitalist Societies', New Left Review, 98, July/Aug. 1976.

Abridged version in A. Giddens and D. Held Classes, Power and Conflict.

F. Parkin

Class, Inequality and Political Order, 'Structure, consciousness and action',

F. Bechhofer et al.

British Journal of Sociology XXIX (4) Dec. '78 (copies in photocopy file, Reading Room)

J. Gershuny

After Industrial Society? The Emerging Self-Service Economy, Ch.4.

12. The working class in contemporary capitalist society: acquiescence and dissent.

The persistence of substantial inequalities has not produced in Britain any very radical challenge to the existing social and economic order. Even in periods of high unemployment class conflict appears to be contained, the forms of contention institutionalised within a narrow framework. Why is this? Is it to be explained in terms of effective control by dominant elements? Are there features of working class culture which inhibit more radical opposition?

Required reading

T. Bilton

Introductory Sociology, Ch.4, esp. pp. 221-248

M. Mann

Consciousness and Action Among the Western Working Class

Suggested reading

J. Westergaard & H. Resler

Class in a Capitalist Society, Part Five

A. Giddens

The Class Structure of the Advanced Societies, Chs. 11 and 15

L. Benson

Proletarians and Parties, esp. Ch.5

A. Giddens & D. Held

Classes, Power and Conflict, Section 5.

APPENDIX B - COURSE OUTLINE UNIVERSITY COLLEGE, DUBLIN

SOCIOLOGY - AN INTRODUCTION

Desmond McCluskey

PERSPECTIVE AND CONCEPTS

This course is designed to introduce students to the sociological perspective, i. e. the particular standpoint from which the sociologist views human behaviour. An examination is made of the basic concepts of sociology since as Chinoy points out: "The first step towards the understanding of sociology, as of any scientific discipline, is the mastery of its basic concepts. What men see... depends upon what they expect to see, what they look for. Their expectations are defined by the categories, or concepts, with which they think. Ideas, after all, are the tools with which we organize and interpret what we see and hear and do. ... In defining the concepts of sociology then, we are setting forth the nature and limits of the sociological perspective. Our concepts focus attention upon those selected aspects of reality with which we shall be concerned."

Topic

- 1) Sociology is the empirical and systematic study of the interaction of human beings, of the patterns of behaviour and social relations which result from that interaction. It focuses on patterned interaction within and between groups.

Reading:	**Berger, P L.	<u>Invitation to Sociology</u> , New York 1963
	Chinoy, E.	<u>Society</u> , New York, 1967, pp. 23-28
	Fitcher, J.H.	<u>Sociology</u> , Chicago, 1957, pp. 1-15
	*Giner, S.	<u>Sociology</u> , London, 1972, Ch. 1.
	*Inkeles, A.	<u>What is Sociology?</u> Englewood Cliffs, 1964, Ch. 1 and 2.

- 2) The Methods of Sociology. "A method is the process of research which the mind must follow in order to increase its knowledge about something." (S. Giner)

Reading:	*Giner, S.	op. cit., Ch. 2.
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- 3) Social Action and Social Interaction. "Social behaviour (action) occurs whenever one or several individuals act in a way that cannot be explained without reference to other individuals; non-social behaviour belongs to the area ... where the presence of the other members of the species seems to be irrelevant." (S. Giner).

Social Interaction "may be defined as people mutually and reciprocally influencing each others' expectations of behaviour and actual behaviour." (B. J. Ashley, H. S. Cohen and R. G. Slatter). The basic types or forms of interaction are competition, cooperation, conflict, accomodation and assimilation.

Reading:	Cuber, J. F.	<u>Sociology</u> , London, 1964, Ch. 31
	*Fichter, J. H.	op. cit. Ch. 10
	Giner, S.	op. cit. pp. 62-67
	*Inkeles, A.	op. cit. pp. 71-2

4) The Individual and Society:

(a) Socialization is a process whereby society transmits its culture to its members. "This process whereby society builds itself into our personalities and teaches us specific ways of acting, thinking and feeling is the socialization process." (S. Cotgrove). The term socialization is used to describe the process whereby individuals learn their culture both in its most general form and as it applies to particular roles. Although it usually refers to the learning of children, the term socialization may be used in exactly the same sense to describe adults learning what is required of them in a new job or some other status position which they are entering " (A. Inkeles).

Reading:	*Chinoy, E.	op. cit., Ch. 4
	Cotgrove, S.	<u>The Science of Society, (Revised Ed.)</u> London, 1972. pp. 247-265.
	*Cuber, J. F.	op. cit., Ch. 11
	Fitcher, J. H.	op. cit., Ch. 1
	Giner, S	op. cit., pp. 106-111
	*Ottaway, A. K. C.	<u>Education and Society</u> , London, 1962, Ch. 2

5) The Individual and Society:

(b) Freedom or Cultural Determinism.

Is the individual merely a creature of his culture? Is the relationship between society and the individual that of a puppeteer and puppet, with the individual pulled hither and thither as the strings are manipulated?

Reading:	*Berger, P. L.	op. cit., Ch. 4-8
	** Blake, J. and Davis, K.	Norms, Values and Sanctions in R. E. L. Faris (Ed.) <u>Handbook of Modern Sociology</u> , Chicago, 1964, Ch. 13
	*Wrong, D.	"The oversocialized Conception of Man in Modern Sociology" in Coser, L. A. and Rosenverg, B. <u>Sociological Theory</u> , New York, 1957, pp. 112-122

it is by "means of language that man is able to exchange of ideas that organized social life is possible."

- (ii) Expressive ideas encompasses "the forms in which men express their feelings about themselves and others and their responses, emotional and aesthetic, to the world around them." (E. Chinoy). It includes the arts: music (popular and classical), literature, painting and so on.
- (iii) Evaluative ideas. "In addition to cognitive and expressive ideas men also learn and share the values by which they live, the standards and ideals by which they define their goals, select a course of action and judge themselves and others." (E. Chinoy). "Values may be defined as those criteria according to which the group or society judges the importance of persons, patterns, goals and other socio-cultural objects." (J.H. Fichter).

An attitude "entails an existing predisposition to respond to social objects which, in interaction with other variables guides and directs the overt behaviour of the individual" (A. Sharrock).

By a rather general consensus a society arrives at a body of meanings and beliefs that every 'right-thinking' member is supported to hold. This body of meanings constitutes the "principles" of social thought and is frequently called by social scientists the ideology of a society." (J.H. Fichter).

(c) Material Culture

By Material Culture is meant those material things which man creates and uses such as buildings, works of art, tools, machines, etc. These things constitute a man created artificial environment interposed between people and the material environment and greatly influence human behaviour, e. g. forms of transport.

[Note: "Some writers would confine the term culture only to the body of ideas, the symbols that men share and through which they exchange meaningful communication, thus distinguishing it from the system or structure of social relationships. This definition can be very useful and appears to be gaining substantial currency among sociologists. It enables one to distinguish between symbolic systems - language, beliefs, knowledge, and expressive forms - and their interrelations in contrast to the organized pattern of interaction among individuals and groups". E. Chinoy.]

- Reading *Chinoy, E. op. cit., pp. 28-34
 *Fichter, J. H. op. cit., Chs. 7, 8, 13.
 Giner, S. op. cit., pp. 97-99
 Inkeles, A. op. cit., pp. 66-77
 Johnson, H. M. Sociology, London, 1961, Ch. 4

- 8) Culture: Perception and Language. Our culture influences to a large extent what we perceive: "We never really 'see' the physical world around us. Rather the world we perceive is a product of interaction between our anatomy, the physical aspects of the universe and what we have learned from past experience." (J. W. Vander Zanden). Language too plays a considerable part in what we perceive: "Language stands for things that human beings experience. To a large degree it also determines what they will experience." (G. A. Landberg, C. C. Schrag and O. N. Larsen). It is also contended that language structures modes of thought, ways of thinking.

Reading: Giner, S. op. cit. pp. 88.106

- 9) Sub-Culture. If we think of a smaller group within the larger group or society with a set of distinctive patterns of behaviour (both of thought and action) then these patterns of behaviour are the elements of a sub-culture. "... People making up a sub-culture have grown so accustomed to a sufficiently distinctive set of attitudes and habits of life, that any one of them would be out of place and unable to feel 'at home' if suddenly transferred to another sub-culture." (A. K. C. Ottaway). "Each sub-group tends to develop a sub-culture which is either complementary to the general culture of the group or at variance with it, while in certain circumstances it may partly complement and partly oppose it." (S. Giner). Two principal types of sub-cultures are regional sub-cultures and class sub-cultures.

Reading: Giner, S. op. cit., p. 99
Ottaway, A. K. C. op. cit., pp. 32-35

- 10) Social Institutions. We can distinguish two ways of bringing together a number of norms or behaviour patterns. A number of behaviour patterns considered as clustering around a social position constitutes a social role; a number of behaviour patterns considered as centring around some major social interest constitutes a social institution. "... an institution is a relatively permanent structure of social patterns, roles and relations that people enact in certain sanctioned and unified ways for the purpose of satisfying basic social needs." (J. H. Fichter). "The totality of relationships, processes, and facilities which people develop to meet a specific social interest or need." (R. J. Stalcup). Institutions are society's ways of getting its major tasks carried out. They state what is to be done, who is to do them and how, when, and where they are to be carried out. The major institutions of a society are the familial, the educational, the economic, the political, the religious and the recreational.

Reading: Fichter, J. H. op. cit., Ch. 11
Inkeles, A. op. cit., pp. 67.68

- 11) Social Collectivities. The term "group" is used in everyday speech to refer to all sorts of collections of people. Sociologists have the task of trying to classify all the different collectivities to which an individual may belong in a way that will be useful for sociological analysis. J. W. Vander Zenden singles out the

following three criteria for the purpose of distinguishing between groups:
(a) consciousness of kind; (b) social relations between individuals;
(c) formal organization. On the basis of these criteria four collectivities of persons can be distinguished.

	Consciousness of Kind	Social Relations Between Individuals	Formal Organization
Statistical Categories	-	-	-
Social Categories	+	-	-
Social Groups	+	+	-
Associations	+	+	+

A Statistical category (Statistical Aggregate) is a plurality of people who are thought of as a unit because they are similar in one or more ways, e.g. pre-school children, red-haired girls. Not all statistical categories are of any or equal importance to the sociologist.

A Social Category differs from a statistical category in respect of consciousness of kind - there is a tendency for people who belong to a social category to recognise others like themselves, e.g. males, females, blacks, whites, Irishmen. Social categories such as social classes or people with the same interests are often referred to as quasi-groups because they are recruiting fields for groups.

Reading: *Chinoy, E. op. cit., pp. 40-47
 ; *Fichter, J.H. op. cit., Ch. 3
 Vander Zanden, Sociology, New York, 1965, Ch. 11
 J. W.

12) Social Groups. Social Groups are similar to social categories in that their members are aware that they share something in common, i.e. there is consciousness of kind. However, in the social group, unlike the social category, there are social relations between members - the members have reciprocal expectations about each others' behaviour and they interact in patterned ways. "They are united or held together by a sense of common identity or a similarity of interests which enables them to differentiate members from non-members. The social group then is identified by three attributes: patterned interaction, shared or similar beliefs and values, and ... consciousness of kind." (E. Chinoy)

Reading: *Chinoy, E. op. cit., pp. 40, 47
 *Fichter, J.H. op. cit., Ch. 5

13) Primary Groups and Secondary Groups. There are various ways in which sociologists classify social groups and perhaps the classification that is likely to be most fruitful from the point of view of sociological analysis is that based on the nature of the relations existing among the members. An important distinction here is between those groups characterized by close and intimate relations and which are referred to as primary groups and those groups which lack such close relations and which are often called secondary groups. Three essential attributes of the primary group are: 1) smallness in size: 2) physical proximity of the members, i. e. face-to-face association; and 3) enduring social relations. "When . . . social relations are intimate, personal, face to face, and frequent, they are characteristic of the primary group. The social relations in the secondary group . . . are relatively impersonal, more formal and less frequent, and are characteristic of larger and loosely organized groups." (J. H. Fichter). "Relations within a primary group tend to be personal, permissive of spontaneity, and typically (although not necessarily) long-lasting; they are based upon diffuse generalized mutual expectations rather than upon narrowly defined and precise obligations." (Ely Chinoy). Primary groups and relations are often found within larger secondary groups. Examples of primary groups are the family, the street gang, the clique and examples of secondary groups are schools, universities, trade unions.

Reading: *Chinoy, E. op. cit., Ch. 6
 Fichter, J.H. op. cit., Ch. 5
 Giner, S. op. cit., pp. 56-59

14) Family and Kinship. The family consists of a group made up of "adults of both sexes, at least two of whom maintain a socially approved sexual relationship, and one or more children, own or adopted of the sexually cohabiting adults." (G. P. Murdock). "A group of two or more persons residing together who are related by blood, marriage or adoption." (Bureau of the Census, U.S.A., 1962). "Usually the family shares a common residence and its members cooperate in meeting their economic needs." (E. Chinoy). The principal functions of the family are the reproductive, protective, socializing, economic and affective functions.

An important distinction is that between the nuclear family and the extended family. The nuclear family consists of husband (and father), wife (and mother) and children (biological offspring or adopted). In many societies the concept of family extends both vertically and horizontally to include all who are in anyway related by marriage, birth or adoption. This extended family includes grand-parents, uncles, aunts, cousins as well as members of the nuclear family.

Reading: *Chinoy, E. op. cit. Ch. 7
 Cotgrove, S. op. cit., Ch. 2
 Giner, S. op. cit., pp. 118-128
 Young, M. and Family and Kinship in East London,
 Wilmott, P. London, 1957

15) The Study of Small Groups. Research and Theory; Sociometry.

Reading: Hare, A.P. "Interpersonal Relations in the Small Group" in R.E.L. Faris, op.cit. pp.217-

Departments of Social Science,
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METHODS OF SOCIAL RESEARCH

Dr. C. Ward

SURVEY RESEARCH METHODS

Guide to Reading - 1

(Books available in the U.C.D. Library have their Dewey Index Number after them).

Texts

Students may choose basic text in accordance with their own interests and preferences. Three practical handbooks are particularly recommended and are available in the Library (301) and the Bookshop.

- KANE, E. Doing Your Own Research, Dublin, London & N.Y., 1983
- HOINVILLE, G., JOWELL, R.
& ASSOCIATES Survey Research Practice, London, 1978
- MOSER, C.A. & KALTON, G. Survey Methods in Social Investigation, London, 1971
- SELLTIZ, C. et al Research Methods in Social Relations, New York, 1976

Other useful practical books for survey researchers available in the Library are:

- HYMAN, H. Survey Design and Analysis, New York, 1968 301
- KRAUSZ, E. & MILLER, S.H. Social Research Design, London, 1974 300.18
- OPPENHEIM, A.N. Questionnaire Design and Attitude Measurement,
London, 1966, 1973 301
- RUNCIE, J.F. Experiencing Social Research, Homewood Ill., 1976 300.72
- STACEY, M. Methods of Social Research, Oxford, 1969 301
- WISEMAN, J. & ARON, M. Field Projects in Sociology, London, 1972 301
- YOUNG, P.V. Systematic Social Surveys and Research,
Englewood Cliffs N.J., 4th edition, 1966 300.72

A wide selection of books on social research may be found in the Library, notably in Sections 300.72 and 301.

Students should read a number of research reports as early as possible in the course. There are many such reports in the Library, notably in Sections 301, 309, 360 and 370.

A very good Reader should reach the Library and Bookshop shortly:

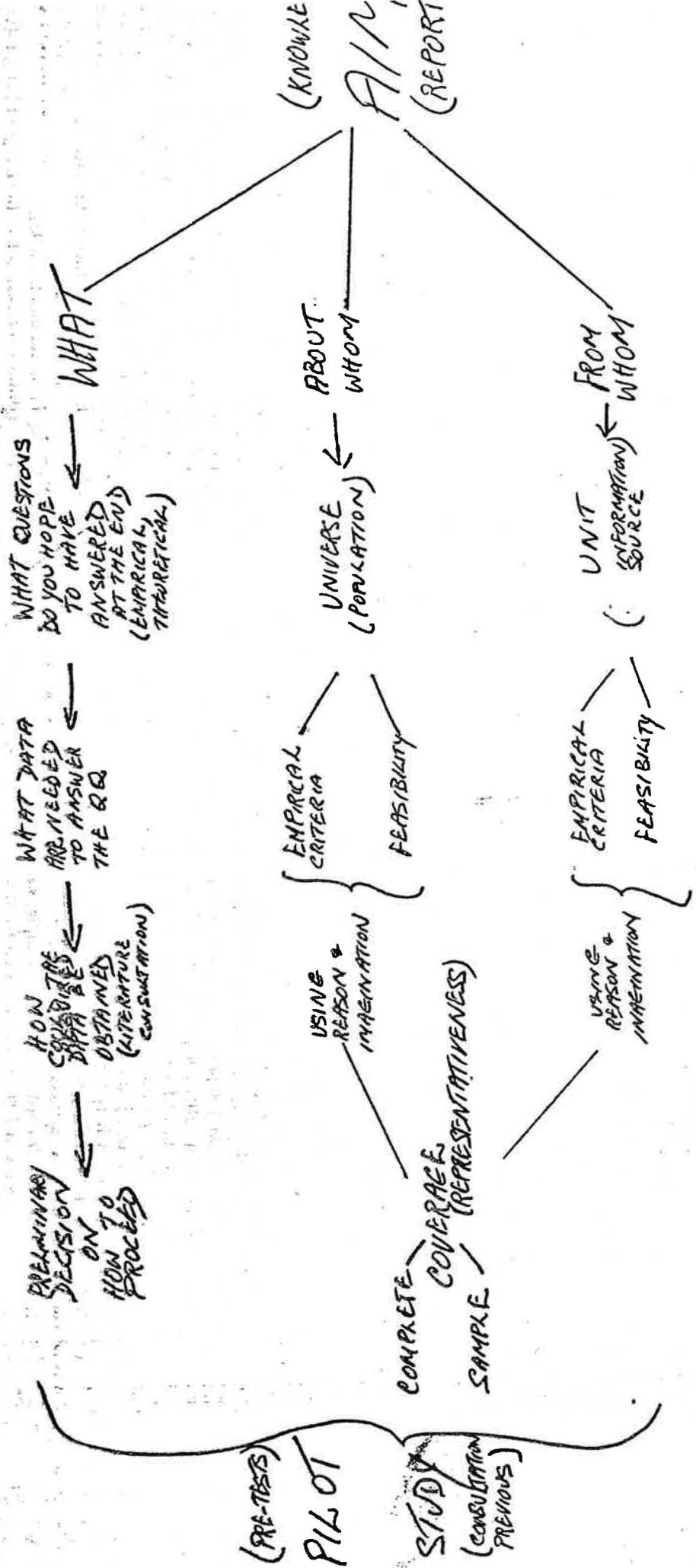
- BYNNER, J. & STRIBLEY, K.M. Social Research: Principles and Procedures, London, 1979

The Research Approach

Survey research should be learned as part of a general research approach. Recommended reading available in the Library:

- BARSUN, J. & GRAFF, H.F. The Modern Researcher, New York, 1970 029.6
- JELL, C. & NEWBY, H. Doing Sociological Research, London, 1977 300.72
- BENNETT, C.A. & LUMSDAINE, A.A. Evaluation and Experiment, London, 1975 361
- BULMER, M. (ed.) Sociological Research Methods, London, 1977 300.72
- GOOD, C.V. & SCATES, D.E. Methods of Research, New York, 1954 370.18
- WILLIAMSON, J.B. et al The Research Craft, Boston, 1977 300.18

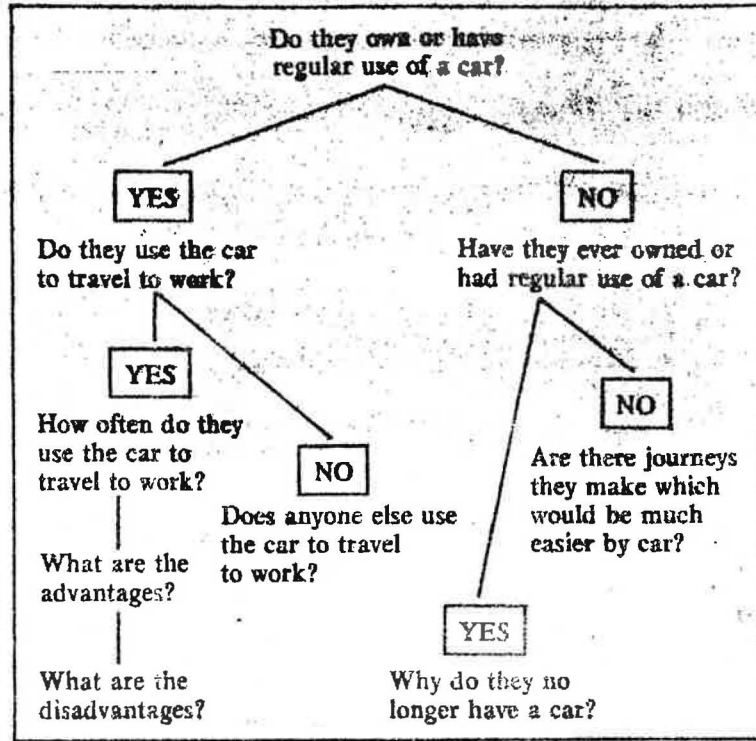
DESIGNING A RESEARCH STUDY



CONSTRUCTING A QUESTIONNAIRE OR INTERVIEW SCHEDULE



[SURVEY METHODS: CONOR K. WARD]



The detailed design work can now start—formulating precise questions, ordering the questions and sections, listing possible categories of answers, adding instructions and signposts for interviewers, and inserting data processing requirements. At the drafting stage pilot work, discussed at the end of this chapter, is essential to test the questionnaire in the field. The researcher has to keep four main design considerations in mind.

First the questions must be designed so that they are easy for respondents to understand and to answer accurately and clearly. The vocabulary used therefore has to be comprehensible to all respondents (not just to the majority). An unfamiliar or ambiguous word, even if it is not a key word in the question, may make it difficult for the respondent to understand the rest of the question.

Next, the questionnaire must be easy for interviewers to administer. It must be clear, for example, what is to be read out to respondents and what is instruction for the interviewer. Signposts for filter questions (that is, instructions that restrict certain questions to some respondents) must be easy to identify. It must be

easy for interviewers to record all answers, including those that do not fit the predetermined framework.

Third, the questionnaire should be constructed so that the recorded answers can easily be edited, coded and transferred onto a computer file for statistical analysis. For this purpose, respondents' answers have to be given code numbers. The normal procedure is to adopt a layout that facilitates the direct transfer of responses from the questionnaires to punched cards or tape. For most questions interviewers circle a code number (corresponding to the answer) that is to be punched:

	Code
'Are you (READ OUT) married,	1
. single,	2
. widowed,	3
. separated or divorced?'	4

But response categories (i.e. the code list) cannot always be determined in advance. Some questions have to be left 'open' for interviewers to record verbatim answers for coding in the office later. There must be space on the questionnaire for these answers to be recorded in full, and provision made in the layout for code numbers to be added afterwards. The probing of open-ended questions and the method of compiling coding frames from responses to them are discussed in Chapters 5 and 8.

Finally, the flow, structure and length of the questionnaire should encourage and keep the respondent's interest. The subject of the survey and the approach to the respondent will be primary factors in securing co-operation, but the format of the questionnaire can help to maintain it. The first few questions set the tone: they should be interesting and easy to answer. If there is a series of repetitive attitude scales they should be staggered to avoid tedium and fatigue; topics should flow easily.

If all these requirements are met, respondents' interest can usually be maintained for at least forty minutes on most subjects. Brevity is not always essential for maintaining co-operation. When an interview is long, as many interviews tend to be, what is possible depends mainly on the respondent's interest in the subject: he may be happy to talk for two hours about the education of his children, but may be bored and unco-operative after half an hour on subjects that he feels have little relevance to his life.

Quantifying Attitudes and Behaviour

In the past, attitudinal research had the image of being rather 'soft' and woolly in comparison with behavioural research—which enjoyed the image of being 'hard', rigorous and precise. But the stereotypes

The process of questionnaire construction is reached after the
 key point of questionnaire construction is reached after the
 key design work—to identify the coverage and general
 needs has been concluded. The researcher now has to move from
 a framework of information needs (outlined in Chapter 5) to
 specific structure that embodies questioning approaches
 each item of information required. Flow charts can help
 the structure of various sections of the questionnaire, as

HOINVILLE, G., ET AL.
 Ok. Cit.

Chapter 3. Questionnaire Construction

P. 27
 Principal contributor: Gillian Courtenay

From M. BULMER, (ED),
Sociological Research Methods:
An Introduction, London, 1977

Part Two

SOCIAL-SURVEY RESEARCH

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| 7 | The Meaning of Relationships in Social-survey Analysis | 91 |
| | MORRIS ROSENBERG | |

4 Introduction and Further Reading Martin Bulmer

Research sociologists, in their driving effort to get the facts, tend to forget that (besides methodology) the distinctive offering of sociology to our society is sociological theory, not only researched description. Indeed, the market, corporate and government fact-finding agencies can easily outdo any sociologist in researched descriptions through sheer resources, if they care to. Where the sociologist can help is by providing theory that will make the research relevant (Glaser and Strauss [1967] pp. 30-1).

The social survey dominates empirical social research in Western industrial societies. A very large proportion of social research is carried out using these methods, and the majority of textbooks on research methods devote most attention to aspects of research design, sampling, data collection and analysis for social surveys. The social survey in its modern form is largely a British invention being first developed in the classical poverty surveys by Charles Booth on London ([1889-1902]; also Simey [1960], Pfautz [1967]) and Seebohm Rowntree in York ([1902]; also Briggs [1961]). Sampling techniques were first employed by A. L. Bowley in 1912 in a study of social conditions in four English towns, enormously

increasing the usefulness of surveys because they enabled inferences to be made about a population, within calculable margins of error, from a sample of only a very small fraction of that population. Developments during the present century have carried on this tradition which is particularly closely linked to social policy and social administration in all its aspects (Abrams [1951]; Moser and Kalton [1971] Ch. 1).

Two broad types of social survey may be distinguished, the *descriptive* and the *analytical*. The former is much the more common, particularly in Britain. Descriptive surveys are designed to portray accurately the characteristics of particular individuals, situations or groups (in terms of behaviour, attitudes and dispositions to act), and to determine the frequency with which such behaviour or attitudes occur in the population being sampled. Analytic surveys are concerned to test hypotheses about the relationships between variables in order to understand and explain a particular social phenomenon (Selltiz [1965] Chs 3, 4). The distinction is not a hard and fast one, but it can usually be clearly made. In particular a very large amount indeed of descriptive social-survey research is carried on outside academic settings by people who do not regard themselves as sociologists and whose research is often not informed by theoretical considerations at all.

Historically there has been a considerable divergence between those whose primary interest in social surveys is statistical and technical, and those whose interests are more theoretical and sociologically oriented (cf. Abrams [1968] pp. 13-30, 136-43). Many of the developments in British survey work in the twentieth century have come from statisticians from Bowley onwards, while until 1950 sociologists were so few in number that there was not the impulse to follow theoretical lines of inquiry through survey work.

FIRST SOCIAL SCIENCE

SOCIOLOGY

Prof. Conor K. Ward

AUGUSTE COMTE (1798-1857)

Major Writings

1822	<u>Plan for the scientific operations necessary for the reorganization of society</u>	
1830-1842	<u>Course of positive philosophy (6 vols)</u>	
	<u>The positive philosophy, Freely translated and condensed by H. Martineau. (2 vols), London,</u>	1853 (194)
1844	<u>A discourse on the positive spirit (4 vols)</u>	(194)
1851-1854	<u>System of positive policy (4 vols)</u>	(194)
1852	<u>A positivist catechism</u>	(194)
1856	<u>Subjective synthesis, Vol 1</u>	(194)

At his death he was working on:

A treatise on universal education

System of positive industry

(194 is the Dewey Index Number under which these books
books are shelved in the U.C.D. Library)

APPENDIX C - COURSE OUTLINE UNIVERSIDAD COMPLUTENSE DE MADRID

UNIVERSIDAD COMPLUTENSE DE MADRID

FACULTAD DE CIENCIAS POLITICAS Y SOCIOLOGIA

CODIGO DE PLAN DE ESTUDIOS 2

PLAN DE ESTUDIOS DE 1974

SOCIOLOGIA

SEGUNDO CICLO

CUARTO CURSO

Sociología

Código asignatura

- 030 Estructura Social de España
- 031 Conflicto Social y Conducta desviada
- 032 Técnicas Avanzadas de Investigación Social

Antropología Social

- 033 Historia de la Antropología
- 034 Antropología Política
- 035 Sistemas de Parentesco y Familia

Psicología Social

- 036 Cultura y personalidad
- 037 Sociología de la Comunicación Humana
- 038 Métodos y Técnicas de Investigación en Psicología Social

Sociología y Ecología Humana

- 039 Historia de la Población
- 040 Sociología Urbana
- 041 Sociología Rural

Sociología Política

- 042 Comportamiento Político, Partidos y Grupos de Presión
- 043 Organizaciones Formales y Burocracia
- 044 Modernización, Conflicto y Desarrollo Políticos

Sociología Industrial

- 045 Sociología del trabajo y del ocio
- 046 Organizaciones Formales y Burocracia
- 047 Sociología del Desarrollo Económico

Estudios Iberoamericanos

- 048 Geografía de Iberoamérica
- 049 Historia Moderna y Contemporánea de Iberoamérica
- 050 Economía de Iberoamérica
- 051 Movimientos Político-Sociales de Iberoamérica
- 052 Sociología Política

QUINTO CURSO

Sociología

Código asignatura

- 060 Sociología de la Religión
- 061 Sociología de la Educación
- 062 Sociología de la Familia
- 063 Sociología del Conocimiento

Antropología Social

- 064 Antropología cultural cognitiva
- 065 Técnicas de Investigación en Antropología
- 066 Antropología Social de España

Psicología Social

- 067 Psicología Social Aplicada
- 068 Sociología de los Grupos Pequeños
- 069 Teoría de las Actitudes y Opinión Pública

Población y Ecología Humana

- 070 Análisis Demográfico y Ecológico
- 071 La Población Española
- 072 Políticas Demográficas y Ordenación del Territorio

Sociología Política

- 073 Sociología Electoral
- 074 Teoría de las Actitudes y Opinión Pública
- 075 Ideología Políticas Contemporáneas

Sociología Industrial

- 076 Investigación de Mercados y Sociología de Consumo
- 077 Sindicalismo Contemporáneo y Organización Sindical Española
- 078 Trabajo Social y Bienestar Social

Estudios Iberoamericanos

- 079 Regímenes Políticos de Iberoamérica
- 080 Estructura Social de Iberoamérica
- 081 Antropología de Iberoamérica
- 082 Sociología Industrial

NOTA

Los alumnos de segundo ciclo completarán los estudios con asignaturas optativas, de modo que cursen cinco asignaturas en total por cada curso. La Facultad reglamentará oportunamente el sistema de optatividad, de modo que se elijan las optativas entre el resto de las asignaturas obligatorias, sin más limitaciones que las indicadas por una obligada racionalización científica y prioridad de las materias.

UNIVERSIDAD COMPLUTENSE DE MADRID
FACULTAD DE CIENCIAS POLITICAS Y SOCIOLOGIA

CODIGO DE PLAN DE
ESTUDIOS 2

PLAN DE ESTUDIOS DE 1974

SOCIOLOGIA

PRIMER CICLO

PRIMER CURSO

Código
asignatura

001	Introducción a la Ciencia Política
002	Sociología General
003	Economía
004	Estadística aplicada a las Ciencias Sociales
005	Filosofía y Metodología de las Ciencias Sociales
006	Historia Económica y Social, Moderna y Contemporánea de España

SEGUNDO CURSO

Código
asignatura

010	Técnicas de Investigación Social
011	Historia de las Ideas y Formas Políticas
012	Estructura Económica
013	Ecología Humana
014	Psicología Social
015	Historia de la Teoría Sociológica

TERCER CURSO

Código
asignatura

020	Ciencia de la Administración
021	Estructura Social contemporánea
022	Relaciones Internacionales
023	Teoría General de la Población
024	Cambio Social
025	Antropología Social

FACULTAD DE CIENCIAS POLITICAS Y SOCIOLOGIA

SOCIOLOGIA DE LA FAMILIA

QUINTO CURSO

Curso Académico: 1984-85

Profesores. Dr. Salustiano del Campo
Minerva Donald Rivera
Pilar González Martínez

SOCIOLOGIA DE LA FAMILIA

INTRODUCCION

El estudio sociológico de la familia: Grandes etapas históricas y modelos sociológicos de la familia contemporánea.

PRIMERA PARTE. FAMILIA Y SOCIEDAD.

1. MARCOS TEORICOS PARA EL ESTUDIO SOCIOLOGICO DE LA FAMILIA.

- 1.2. Análisis antropológico: los sistemas de parentesco y familia.
- 1.3. Análisis histórico: la evolución del sistema familiar y el cambio social.
- 1.4. Análisis marxista: la familia, las relaciones de producción y la reproducción social de las ideologías.
- 1.5. Análisis estructural-funcional: la familia como núcleo de conexión entre el sistema de la personalidad y el sistema social.
- 1.6. Psicoanálisis y familia: El complejo de Edipo y la formación familiar.
- 1.7. Ideologías tradicionales.
- 1.8. Enfoques empíricos en el estudio de la familia. Tendencias actuales.

2. FAMILIA Y ESTRUCTURA SOCIAL.

- 2.1. Familia y revolución industrial.
 - 2.1.1. Frederic Le Play. Primeras aportaciones sobre la incidencia de la industrialización en la familia.
 - 2.1.2. Los historiadores sociales (Grupo de Cambridge). Nuevos planteamientos.
 - 2.1.3. Posición actual de los sociólogos de la familia.
- 2.2. La evolución de las formas familiares: familia extensa, familia nuclear, familia extensa modificada.
- 2.3. Características de la familia occidental.

3. EL CICLO DE VIDA DE LA FAMILIA.

- 3.1. Actualidad de este enfoque. Etapas del ciclo vital de la familia y variables socio-económicas.
 - 3.1.1. La formación de la familia. Noviazgo y matrimonio.
 - 3.1.2. Crecimiento de la familia. Nacimiento de los hijos.
 - 3.1.3. Tamaño definitivo de la familia y paulatina extinción.

SEGUNDA PARTE. LA PROBLEMÁTICA ESPECÍFICA DE LA VIDA DE FAMILIA.

4. LA DINÁMICA INTERNA DE LA FAMILIA: PROCESOS DE SOCIALIZACION. INFANCIA Y JUVENTUD.

- 4.1. Madres e hijos. Evolución del concepto de maternidad a través de la historia.
- 4.2. Padres e hijos. El autoritarismo y la permisividad.
- 4.3. La socialización del niño. El papel de la familia en la formación de la personalidad.
- 4.4. El status de los jóvenes dentro de la familia. Conflicto entre generaciones. El papel social de los jóvenes.

5. RELACIONES CONYUGALES: PAPEL DE LA MUJER EN LA FAMILIA Y EN LA SOCIEDAD.

- 5.1. Relaciones de pareja: Pautas de interacción entre los esposos en la familia actual.
- 5.2. Distribución de roles conyugales. Diferenciación según el sexo. Evolución y situación actual en los países desarrollados.
- 5.3. El trabajo doméstico. Características y condiciones. Bases para la reproducción de la sub-cultura "femenina".
- 5.4. El trabajo de la mujer fuera de casa: economía, desarrollo, ideología y estructura social.
- 5.5. Los movimientos de liberación de la mujer.

6. RELACIONES CON LOS PARIENTES, LA TERCERA EDAD Y LA FAMILIA.

- 6.1. Relaciones con los parientes: Patrones y significación social en las sociedades modernas.
- 6.2. La desaparición física de los conyuges. La viudez. El problema de los hijos.
- 6.3. La vejez de los miembros de la familia. El status de los ancianos dentro de la familia. Vejez y vida cotidiana.

7. SEXUALIDAD Y FAMILIA.

- 7.1. La sexualidad humana. El instinto y las pulsiones. La moral sexual "cultural".
- 7.2. La sexualidad infantil.
- 7.3. La sexualidad femenina.
- 7.4. La carne y el cuerpo: La seducción (Baudrillard) y el erotismo.
- 7.5. Sexualidad y matrimonio en la moderna sociedad industrial.

8. MATRIMONIO Y REPRODUCCION.

- 8.1. Estructura social y fecundidad.
- 8.2. Planificación familiar y control de natalidad: una interpretación histórica.
- 8.3. La planificación familiar en la actualidad. Métodos de control de natalidad, difusión y actitudes de la población.

9. CRISIS, DISOLUCION DE LA FAMILIA Y NUEVO MATRIMONIO.

- 9.1. Matrimonio y divorcio. Factores que influyen en el divorcio. El divorcio en distintos países.
- 9.2. El impacto del divorcio en la estructura familiar. Especial repercusión en la situación de la mujer.
- 9.3. La reinsertión social de los divorciados. Nuevo matrimonio.

TERCERA PARTE. FAMILIA Y SOCIEDAD EN ESPAÑA.

10. LA REALIDAD FAMILIAR EN ESPAÑA.

- 10.1. Estructura familiar y estructura social. Composición y tamaño de la familia en la actualidad.
- 10.2. El ciclo de vida de la familia española.
 - 10.2.1. Formación de la familia: elección de pareja y matrimonio. Edad de contraer matrimonio de los españoles.
 - 10.2.2. Expansión de la familia. Los hijos y la vida familiar.
 - 10.2.3. Contracción de la familia. La etapa del "nido vacío".
 - 10.2.4. Extinción de la familia.
- 10.3. Noviazgo y matrimonio.
 - 10.3.1. La elección de cónyuge.
 - 10.3.2. Las relaciones sexuales prematrimoniales.
- 10.4. Trabajo y nivel de vida.
 - 10.4.1. Posiciones sociales y economía familiar.
 - 10.4.2. Repercusiones del "nuevo" rol femenino en la estructura de la familia.
- 10.5. Familia y reproducción. Planificación familiar y control de natalidad.
- 10.6. Matrimonio y divorcio. Situación actual y perspectivas futuras.
- 10.7. Infancia y familia.
- 10.8. La tercera edad.

LECTURAS BASICAS

- DEL CAMPO, S. La evolución de la familia española en el siglo XX. Alianza, Madrid, 1982.
- DEL CAMPO, S. y NAVARRO, M. Análisis sociológico de la familia española, Ministerio de Cultura, Madrid, 1982.
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- FLANDRIN, Jean-Louis, Orígenes de la familia moderna, Grijalbo, Barcelona, 1979.
- SHORTER, Edward, El nacimiento de la familia moderna, Anesa, Buenos Aires, 1977.
- MICHEL, Andre, Sociología de la familia y el matrimonio, Península, Barcelona, 1974.
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APPENDIX D - COURSE OUTLINE UNIVERSIDAD AUTONOMA DE MADRID

UNIVERSIDAD AUTONOMA DE MADRID
FACULTAD DE CC. ECONOMICAS Y EMPRESARIALES

DEPARTAMENTO DE SOCIOLOGIA

S O C I O L O G I A

(Programa y bibliografía)

Curso 1984-1985
Segundo curso, Instituto de Economía
GRUPO 2GM2

Prof. José Juan Toharia
Catedrático de Sociología.-

I.- Conceptos básicos del análisis sociológico.

Lección 1: La Sociología como ciencia de la sociedad. Pluralismo teórico y metodológico de la sociología contemporánea: la sociología como ciencia multiparadigmática.

Lección 2: La sociedad como trama interactiva: el concepto de acción social. Fundamentos normativos, ideales y simbólicos de la acción social. Cultura y socialización: funciones y elementos de la cultura; el proceso de socialización (etapas y agentes básicos); socialización, conformidad y desviación social.

Lección 3: La sociedad como trama institucional: el concepto de estructura social. Tipos de estructura social. El sistema social.

Lección 4: La sociedad como trama institucional cambiante: el concepto de cambio social. Procesos, factores y agentes del cambio social. Conflicto social y revolución. Industrialización, desarrollo y modernización.

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- E. Chinoy, Introducción a la sociología (Buenos Aires, Paidós, 1968)
- M. García Ferrando, "La sociología, ¿una ciencia multiparadigmática?" en J. Jiménez Blanco y C. Moya (eds.), Teoría sociológica (Madrid, Tecnos, 1978), pp. 445-464.
- T.S. Kuhn, La estructura de las revoluciones científicas (México, Fondo de Cultura Económica, 1975).

II.- La emergencia y consolidación de la sociedad industrial: características básicas e interpretaciones teóricas de la "gran transformación"

Lección 5: Los factores culturales de la "gran transformación". La revolución cultural del siglo XVIII europeo como variable diferenciadora básica. Las ideas de ciencia y progreso, racionalismo y desencantamiento del mundo. La interpretación del proceso por Max Weber.

Lección 6: Factores político-sociales de la "gran transformación": Estado nacional y revolución democrática. El análisis de Alexis de Tocqueville.

Lección 7: Factores económicos de la "gran transformación": la revolución industrial. El análisis de la emergente sociedad industrial-capitalista en la obra de Karl Marx.

Lección 8: La "gran transformación" en España: política, economía y cultura y el final del "antiguo régimen".

BIBLIOGRAFIA (Lecciones 5 a 8) :

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- *A. de Tocqueville, De la democracia en América (México, Fondo de Cultura Económica), pp. 31-41.
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- *J. Nadal, El fracaso de la revolución industrial en España, 1814-1913 (Barcelona, Ariel, 1982).
- *C.M. Cipolla, Historia económica de la Europa preindustrial (Madrid, Revista de Occidente, 1976), pp. 151-156, 167-182, 199-262.
- T.S. Ashton, La revolución industrial (México, Fondo de Cultura Económica).
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- *S. Giner, Sociología (Barcelona, Península, 1983), capítulo 9.
- G. Poggi, The Development of the Modern State. A Sociological Introduction (London, Hutchinson, 1978).

III.- Estructura social comparada: la estructura social de España y de Europa occidental en perspectiva comparada.

A) Estructura poblacional: sociología de la población.

- Lección 9: El estudio sociológico de la población. Fuentes de datos demográficos.
- Lección 10: Principales teorías demográficas: Malthus; teoría de la transición demográfica; teoría del cambio y de la respuesta.
- Lección 11: Etapas básicas de la historia de la población humana: las dos revoluciones demográficas. La situación demográfica del mundo actual.
- Lección 12: Procesos demográficos (1): La fecundidad. Conceptos y mediciones. Tendencias, niveles y explicaciones de la fecundidad.
- Lección 13: Procesos demográficos (2): La mortalidad. La medición de la mortalidad. Mortalidad diferencial.
- Lección 14: Procesos demográficos (y3): Las migraciones. Tipos de migraciones. Explicaciones teóricas de las migraciones. Consecuencias de los procesos migratorios.
- Lección 15: Fecundidad, mortalidad y migraciones en España.
- Lección 16: Características demográficas de las sociedades humanas: la estructura por sexo y edad.
- Lección 17: Características demográficas y estilos de vida: educación; ocupación; ingresos; religiosidad; voto.
- Lección 18: Crecimiento poblacional y desarrollo económico. El concepto de desarrollo económico. La incidencia del crecimiento demográfico sobre el desarrollo económico: bases ideológicas y estadísticas del debate.
- Lección 19: Crecimiento poblacional y recursos alimentarios.
- Lección 20: La distribución espacial de la población: el proceso de urbanización. Impacto de los procesos demográficos sobre la urbanización. Impacto de la urbanización sobre los estilos y condiciones de vida.
- Lección 21: Población, mujer y familia: cambios en las condiciones demográficas y cambios en la posición social de la mujer y en la organización de la familia.
- Lección 22: El envejecimiento de la población. El aumento de la población de edad avanzada. Características socio-demográficas de la población de edad avanzada. Consecuencias del envejecimiento de la población.

Lección 23: La política demográfica.

BIBLIOGRAFIA (Lecciones 9 a 23):

- * John R. Weeks, Sociología de la población (Madrid, Alianza, 1984).
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- * José J. Toharia, "la situación demográfica y familiar", en R. López Pintor, (ed.), España: Balance 1983 (Madrid, OYCOS, 1983).
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2 vols. (Madrid, 1979 y 1980).

B) Estructura familiar:

Lección 18: La familia como institución social. Tipos de familia. Funciones de la familia.

Lección 19: Dinámica familiar. El ciclo vital de la familia.

Lección 20: La familia en España.

BIBLIOGRAFIA (Lecciones 18 a 20):

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(Madrid, Ministerio de Cultura, 1982).
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C) Estructura política:

Lección 21: Tipos de sistemas políticos: democracias y autocracias.

Lección 22: Partidos y sistemas de partidos. Los sistemas de partidos
de la Europa occidental.

Lección 23: La estructura política de la España contemporánea.

BIBLIOGRAFIA (Lecciones 21 a 23):

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y L. López Guerra (eds.), Las elecciones legislativas del
1 de marzo de 1979 (Madrid, C.I.S., 1979), pp. 501-522.

D) La estructura normativa: valores, religión, derecho.

Lección 24: Valores y sistemas de valores.

Lección 25: El análisis sociológico de la religión: Marx, Weber, Durkheim y Freud. Pluralismo religioso y secularización. La religión en España.

Lección 26: El sistema legal: normas, instituciones y roles; la cultura legal. Tipos de sistemas legales. El sistema legal español. Derecho y desviación.

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Lección 27: El concepto de estratificación social: perspectivas teóricas

Lección 28: Dimensiones de la desigualdad. Consecuencias de la desigualdad: condiciones de vida y estilos de vida. Percepción y conciencia de la desigualdad.

Lección 29: La movilidad social: concepto, tipos, y consecuencias. La movilidad social en las sociedades industriales avanzadas. La movilidad social en España.

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APPENDIX E - STUDENT QUESTIONNAIRE

Student Questionnaire



STUDENT QUESTIONNAIRE

This questionnaire is part of a study being conducted by Mr. David Medina, Instructor of Sociology at Mount San Antonio College. The purpose of the study is to make comparisons of students from the United States, the United Kingdom, and The State of Israel. There are no right or wrong answers. The answers are confidential and the respondents will remain anonymous. Answer all the questions on the computerized answer sheets provided. Please do not write on this questionnaire form.

1. What is your sex?
 - a. female
 - b. male

2. What is your age?
 - a. 13 or younger
 - b. 14
 - c. 15
 - d. 16
 - e. 17 or older

3. Which of the following countries are you a citizen of?
 - a. Israel
 - b. United Kingdom
 - c. United States
 - d. Spain
 - e. Other (please specify on the back of your answer sheet)

4. What year of school are you currently in?
 - a. 9th or below
 - b. 10th
 - c. 11th
 - d. 12th
 - e. 13th or above

12. I wish I could have more respect for myself.
 - a. strongly agree
 - b. agree
 - c. disagree
 - d. strongly disagree

13. All in all, I am inclined to feel that I am a failure.
 - a. strongly agree
 - b. agree
 - c. disagree
 - d. strongly disagree

14. I take a positive attitude toward myself.
 - a. strongly agree
 - b. agree
 - c. disagree
 - d. strongly disagree

15. In Aesop's fable "The Ant and the Grasshopper", the ant spent his time working and planning for the future, while the grasshopper lived for the moment and enjoyed himself. Which are you more like?
 - a. the ant
 - b. the grasshopper

22. Is it hard for you to keep your mind on what you are reading or studying?
23. Do you prefer to be a follower rather than a leader in group activities?
24. Do you prefer to lead a quiet life without getting involved with people outside of home or school?
25. Do you take the lead in making the plans when you and your friends want to do something together?
26. Do you often make the kind of plans that can't work out and have to be given up?
27. Do you feel very sorry for those who are weak and unsure of themselves?
28. Do you enjoy belonging to clubs and groups?
29. Do you try to keep peace no matter how hard it is or what you have to do?
30. Are you easily bothered by noise and confusion?
31. Do you avoid hard physical work and anything that takes a lot of effort?
32. Do you usually feel calm and relaxed?
33. Do you worry about things that are wrong in the world, such as poverty or people out of work, even if they don't affect you personally?
34. Do you feel that you need to keep busy so you won't waste time?
35. Are you a person who likes to do everything according to a plan or schedule?
36. Are you understanding and helpful when someone in your family is ill?
37. Do you think things out carefully before you rush into something?
38. Do you try to be first or better than others in everything you do?
39. Would you rather be alone than with people?
40. Does it make you nervous to ride or drive in traffic?
41. Do you exercise a lot to keep in good condition?
42. Are you more excitable than most people?

66. Do many people think that you are unable to have deep feelings?
67. Is it easy for you to let others have their way?
68. Can you be a good listener when someone needs to talk about himself or herself?
69. Are you always trying to get someone to see things the way you do?
70. Do people think you are a hard worker?
71. Do you have any nervous habits like biting your nails, tapping your foot or scratching?
72. Do people turn to you when they are upset or in trouble?
73. Do you find it hard to plan your work and finish it on time?
74. Do you expect people to do what you tell them, and to do it right away?
75. Do you believe that everyone has the right to have a second chance?
76. Do you sometimes get into trouble because you act without thinking?
77. When you are very tense or worried, do you sometimes get so upset that you can't eat?
78. Do you often let people take advantage of you?
79. Do you have only one or two friends you like to be with?
80. Is it hard for you to relax because you need to keep busy all the time?
81. Are you tempted to spend your money to buy things that you really don't need?
82. Do you like to get up and talk before people and take part in a good discussion?
83. When you are tense or upset do you eat, drink, or smoke too much?
84. Are you easily moved to feel sorry for someone?
85. Is it easy for you to relax and fall asleep?
86. Would you take a special interest in helping young people who are often in trouble?

110. Do you have a place for everything and keep everything in its place?
111. Are you free from prejudices or strong feelings against certain races or religions?
112. Do you feel life is disappointing and not all you thought and hoped it would be?
113. Can you openly show love and affection to members of your own family?
114. Do you sometimes get so emotional that you can't think straight?
115. Do you find it hard to put into words how much you really care for someone?
116. Do you usually feel sure that things will turn out all right in the future?
117. Do you find it hard to stop thinking about yourself and your feelings?
118. Can you be understanding when someone is late and keeps you waiting?
119. Do you have a deep fear of any animal, thing, or place because it always makes you feel panicky?
120. Are you quiet and reserved in manner?
121. Does anyone ever complain that you are "bossy"?
122. Do people sometimes say that you don't think in a clear, logical way?
123. If you don't agree with someone can you tell him or her so without making that person angry?
124. Do you make up your mind only after looking at all sides of a question?
125. Do you find any talk about sex difficult or embarrassing?
126. Do you lose your temper easily?
127. Do you express pleasure when looking at beautiful things?
128. Do you get into a lot of arguments?
129. Do you sometimes get the uneasy feeling that you are being stared at or talked about?

153. When you talk, do you speak with a great deal of enthusiasm and expression?
154. Have you ever been so deeply disturbed or troubled over something that you thought about suicide?
155. Do you hold hard feelings or carry a grudge?
156. Do you try to make new friends and respond when others are friendly?
157. Are you troubled by a lack of self-confidence?
158. Is it hard for you to express sympathy for someone who is very sad?
159. Are you logical in the way you think and talk?
160. Do people think you are patient and easy going?
161. Are you easily hurt or discouraged by criticism?
162. Do you often try to boss or control people around you?
163. Do you feel uncomfortable when you are expected to show happiness over a gift?
164. Are you quick to forgive other people's mistakes and bad manners?
165. Do your friends think you are a fair-minded person?
166. Do you like to talk a lot?
167. Do you often feel blue or downhearted without knowing why?
168. Do you work in a careful and orderly way?
169. Do you often misunderstand or get the wrong meaning out of what others do and say?
170. Do you sometimes feel completely worn out and exhausted because you are so upset and worried?
171. Is there someone in your family that you criticize a lot?
172. Do you feel shy and self-conscious with most people?
173. Do you often make such blunt, cutting remarks that you hurt someone's feelings?
174. Do you smile or laugh a lot?
175. In an election are you willing to listen to the other side and at times the way you vote?

APPENDIX F - CORRESPONDENCE



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Prof. L.L. Lacabra
University of Madrid
Pabellon de Gobierno, Ciudad Universitaria,
Madrid 3

Dear Prof. Lacabra,

I am an instructor at Mt. San Antonio College in Walnut, California, U.S.A. I teach in the areas of Introduction to Sociology, Contemporary Social Problems and Marriage and Family Relations.

I will be taking a Sabbatical leave from September 1984 to June 1985. As part of my Sabbatical leave I would like to visit your university. I would like to interview a Professor in your department who teaches some of the same classes that I teach. I would also appreciate the opportunity to interview the Department Head in order to more fully understand the University's philosophy of education and curriculum.

I would also appreciate the opportunity to sit in on some of the various classes in my field and to obtain information on the coursework required.

Any suggestions or material on cultural, political or social events that would afford me the opportunity to gain more understanding in my particular area would be greatly appreciated.

I will be in contact with you at a later date with more specific details regarding the dates of my visit.

Sincerely,

David Medina
Instructor of Sociology
Mt. San Antonio College



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Dear Kurt,

Greetings from the U.S.A. I hope this letter finds refreshed from the Holiday Season. I had a very relaxing Holiday Season with my family.

I am eagerly awaiting this September, when I will be leaving on my Sabbatical. I am anxious to meet you and your family after having heard so much about you.

The emphasis of my Sabbatical as it pertains to my stay with you, will be on studying your culture, the people and a strong emphasis on the family. I would appreciate any assistance that you might be able to give me in learning more about these particular areas. I am interested in attending cultural, political and social events which might broaden my perspective in these areas.

Also during my visit, I would be interested in visiting various Colleges and Universities in order that I might study teaching methods, teaching curriculum, Staff Development and other areas relating to the Educational System in Germany. I am also interested in interviewing students whose emphasis is in my field so that I might gain a broader perspective of the student.

The hospitality which you have extended to me is appreciated more than you can know. I truly welcome the opportunity to live in your home with your family and learn more of your customs and traditions.

I will be writing you again with more of the specifics regarding the exact time and duration of my trip.

Yours Truly

A handwritten signature in cursive script, appearing to read "David Medina".

David Medina



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Cambridge University
Secretary of Department of Education
Trumpington St.
Cambridge, CB21PT

December 27, 1983

Dear Sir,

I am an instructor at Mt. San Antonio College in Walnut, California, U.S.A. I teach introduction to Sociology, Contemporary Social Problems, and Marriage and Family Relations.

I will be taking a Sabbatical leave from September 1984 to June 1985. As part of my Sabbatical project, I would like to visit Cambridge University. If possible, I would like to set up a time to interview you. I desire to learn more about Staff Development/ Inservice Training for teaching professionals. I would appreciate the opportunity to observe your various Departments at the college and also interview any persons responsible for Staff Development.

I am also interested in learning about courses offered, curriculum and general philosophy of education at Cambridge.

Any suggestions that you might be able to give on cultural, political or sociological events that would afford me the opportunity to gain more understanding in the above mentioned areas would be greatly appreciated.

I will be in contact with you at a later date with more specific details as to when I will be arriving.

Sincerely,

A handwritten signature in black ink, appearing to read "David Medina", written over the word "Sincerely,".

David Medina
Instructor of Sociology
Mt. San Antonio College



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Director Francis Andrieux
Ut. of Social Sciences
University of Human Sciences (Strasbourg II)
22, rue Descartes, 67084 Strasbourg CEDEX

Dear Professor Andrieux,

I am an instructor at Mt. San Antonio College in Walnut, California, U.S.A. I teach in the areas of Introduction to Sociology, Contemporary Social Problems and Marriage and Family Relations.

I will be taking a Sabbatical leave from September 1984 to June 1985. As part of my Sabbatical leave I would like to visit your university. I would like to interview a Professor in your department who teaches some of the same classes that I teach. I would also appreciate the opportunity to interview the Department Head in order to more fully understand the University's philosophy of education and curriculum.

I would also appreciate the opportunity to sit in on some of the various classes in my field and to obtain information on the coursework required.

Any suggestions or material on cultural, political or social events that would afford me the opportunity to gain more understanding in my particular area would be greatly appreciated.

I will be in contact with you at a later date with more specific details regarding the dates of my visit.

Sincerely,

David Medina
Instructor of Sociology
Mt. San Antonio College



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Professor Gerd Heinrich
Department of Adult Education
College of Education, Berlin
Malteserstraße 74-100, 1 Berlin 46

Dear Professor Heinrich,

I am an instructor at Mt. San Antonio College in Walnut, California, U.S.A. I teach in the area of Introduction to Sociology, Contemporary Social Problems and Marriage and Family Relations.

I will be taking a Sabbatical leave from September 1984 to June 1985. As part of my Sabbatical Project, I would like to visit your University. I would like to interview the Department Head to learn more about Staff Development/ Inservice Training for teaching professionals at the equivalent of the High School and College level in the United States. I would appreciate the opportunity to observe various departments at your University and interview persons responsible for staff development.

Any suggestions or material on cultural, political or social events that would afford me the opportunity to gain more understanding in my particular area would be greatly appreciated.

I will be in contact with you at a later date with more specific details regarding the dates of my visit.

Sincerely,

David Medina

Instructor of Sociology
Mt. San Antonio College



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Ms. Elizabeth Farley
42 Fern Ave.
Bishop Briggs, Blasgow, Scotland

Dear Elizabeth,

Greetings to you from the U.S.A. I hope this letter finds you and your family well.

I am the friend of Tony and Linda Bakonis who will be traveling in Switzerland on a Sabbatical leave. I understand that you have been corresponding with them regarding my visit. I sincerely appreciate your hospitality. I greatly look forward to meeting you and your family and staying in your home. My emphasis in my teaching in the United States and also my emphasis on my trip is studying other family cultures. You are affording me a rare opportunity in allowing me to live with your family and to experience your customs and traditions with you. For this opportunity, I am greatly indebted to you.

The emphasis of my Sabbatical as it pertains to my stay with you, will be on studying your culture. I would appreciate any assistance that you might be able to give me in learning more about the culture of your country. I am interested in attending cultural, political and social events which might broaden my perspective of your culture.

Also during my visit, I am interested in visiting various Colleges and Universities in order that I might study teaching methods, curriculum, Staff Development and other areas relating to the Educational System.

I will be writing to you again with more specific details regarding the date and duration of my stay.

Yours Truly,

David Medina



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Professor R. Shapira
American Friends of Tel Aviv University
1900 Avenue of the Stars
Los Angeles, California 90067

December 27, 1983

Dear Professor Shapira;

I am an instructor at Mt. San Antonio College. I teach in the areas of Introduction to Sociology, Contemporary Social Problems and Marriage and Family Relations.

As part of my Sabbatical Project from September 1984 to June 1985, I would like to visit the American Friends of Tel Aviv University. More specifically, I would like to interview you as a Professor and Head of the School of Education. I desire to learn about Staff Development/ Inservice Training for teaching professionals. I would appreciate the opportunity to observe your various Departments and interview any persons responsible for Staff Development.

Any suggestions on cultural, political or sociological events that would afford me the opportunity to gain more understanding in the above mentioned areas would be greatly appreciated.

I will be in contact with you at a later date with more specifics as to when we may schedule this interview.

I sincerely appreciate any assistance that you may be able to give me in completing this project.

Sincerely,

David Medina
Instructor of Sociology
Mt. San Antonio College



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Professor Pierre Fougeyrollas, Head
Department of Sociology
University of Paris VII
2, place Jussieu, 75221 Paris CEDEX 05

Dear Professor Fougeyrollas,

I am an instructor at Mt. San Antonio College in Walnut, California, U.S.A. I teach in the areas of Introduction to Sociology, Contemporary Social Problems and Marriage and Family Relations.

I will be taking a Sabbatical leave from September 1984 to June 1985. As part of my Sabbatical leave I would like to visit your university. I would like to interview a Professor in your department who teaches some of the same classes that I teach. I would also appreciate the opportunity to interview the Department Head in order to more fully understand the University's philosophy of education and curriculum.

I would also appreciate the opportunity to sit in on some of the various classes in my field and to obtain information on the coursework required.

Any suggestions or material on cultural, political or social events that would afford me the opportunity to gain more understanding in my particular area would be greatly appreciated.

I will be in contact with you at a later date with more specific details regarding the dates of my visit.

Sincerely,

David Medina
Instructor of Sociology
Mt. San Antonio College



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Professor Guy Beauguion, Head
Center for Lifelong Learning
University of Nice
Parc Valrose, 06034 Nice CEDEX

Dear Professor Beauguion,

I am an instructor at Mt. San Antonio College in Walnut, California, U.S.A. I teach in the area of Introduction to Sociology, Contemporary Social Problems and Marriage and Family Relations.

I will be taking a Sabbatical leave from September 1984 to June 1985. As part of my Sabbatical Project, I would like to visit your University. I would like to interview the Department Head to learn more about Staff Development/ Inservice Training for teaching professionals at the equivalent of the High School and College level in the United States. I would appreciate the opportunity to observe various departments at your University and interview persons responsible for staff development.

Any suggestions or material on cultural, political or social events that would afford me the opportunity to gain more understanding in my particular area would be greatly appreciated.

I will be in contact with you at a later date with more specific details regarding the dates of my visit.

Sincerely,

David Medina
Instructor of Sociology
Mt. San Antonio College



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Kings College
Professor Kenneth Charlton
Strand, London WC2R2LS

December 27, 1983

Dear Professor Charlton,

I am an instructor at Mt. San Antonio College. I teach in the area of Introduction to Sociology, Contemporary Social Problems and Marriage and Family Relations.

I will be taking a Sabbatical leave from September 1984 to June 1985. As part of my Sabbatical project I would like to visit Kings College. More specifically, I would like to interview you as both professor and Dean of the School of Education. I desire to learn more about Staff Development/ Inservice Training for teaching professionals. I would appreciate the opportunity to observe your various Departments at the college and also interview any persons responsible for Staff Development.

I am interested in courses offered, curriculum, and general philosophy of education at your college.

Any suggestions on cultural, political or sociological events that would afford me the opportunity to gain more understanding in the above mentioned areas would be greatly appreciated.

I will be in contact with you at a later date with more specific details as to when I will be arriving.

Sincerely,

David Medina
Instructor of Sociology
Mt. San Antonio College



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Dr. Menechem Friedman
Bar-Ilan University
Ramat-Gan, Israel

January 2, 1984

Dear Dr. Menechem Friedman;

I am an instructor at Mt. San Antonio College in Walnut, California, United States of America. I teach in the areas of Introduction to Sociology, Contemporary Social Problems and Marriage and Family Relations.

I will be taking a Sabbatical leave from September 1984 to June 1985. As part of my Sabbatical project I would like to visit the Bar-Ilan University. I would like to interview you during my visit. I desire to get a better understanding of the current status of Sociology and methods of teaching used in University.

I would like to visit classrooms and obtain course material which relate to my field. In particular, I would appreciate the opportunity to attend some of your classes and get information on the coursework required. I am particularly interested in the following classes which you teach:

- Trends in Social Theory
- Family Institutions
- Sociology of Religion

Any suggestion or material on cultural, political or social events that would afford me the opportunity to gain more understanding in the above mentioned areas would be greatly appreciated.

I will be in contact with you at a later date with more specifics regarding the dates of my visit.

I sincerely appreciate any assistance that you may be able to give me in completing this project.

Sincerely,

A handwritten signature in black ink, appearing to read "David Medina".

David Medina
Instructor of Sociology
Mt. San Antonio College



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Professor Eladio Fernandez Sierra, Director
Teacher Training S.
Pontifical University of Salamanca
Calle Compania 1, Salamanca

Dear Professor Sierra,

I am an instructor at Mt. San Antonio College in Walnut, California, U.S.A. I teach in the area of Introduction to Sociology, Contemporary Social Problems and Marriage and Family Relations.

I will be taking a Sabbatical leave from September 1984 to June 1985. As part of my Sabbatical Project, I would like to visit your University. I would like to interview the Department Head to learn more about Staff Development/ Inservice Training for teaching professionals at the equivalent of the High School and College level in the United States. I would appreciate the opportunity to observe various departments at your University and interview persons responsible for staff development.

Any suggestions or material on cultural, political or social events that would afford me the opportunity to gain more understanding in my particular area would be greatly appreciated.

I will be in contact with you at a later date with more specific details regarding the dates of my visit.

Sincerely,

A handwritten signature in black ink, appearing to read "David Medina".

David Medina
Instructor of Sociology
Mt. San Antonio College



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

Professor Maria Teresa Latorre Tuduri, Director
Department of Teacher Training
University Autonomos of Madrid
Ciudad Universitaria de Cantoblanco, Madrid 34

Dear Professor Tuduri,

I am an instructor at Mt. San Antonio College in Walnut, California, U.S.A. I teach in the area of Introduction to Sociology, Contemporary Social Problems and Marriage and Family Relations.

I will be taking a Sabbatical leave from September 1984 to June 1985. As part of my Sabbatical Project, I would like to visit your University. I would like to interview the Department Head to learn more about Staff Development/ Inservice Training for teaching professionals at the equivalent of the High School and College level in the United States. I would appreciate the opportunity to observe various departments at your University and interview persons responsible for staff development.

Any suggestions or material on cultural, political or social events that would afford me the opportunity to gain more understanding in my particular area would be greatly appreciated.

I will be in contact with you at a later date with more specific details regarding the dates of my visit.

Sincerely,

David Medina
Instructor of Sociology
Mt. San Antonio College



MT. SAN ANTONIO COLLEGE

COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: 714/594-5611

TO: Whom It May Concern

FROM: Carter Doran
Dean of Humanities and Social Sciences

DATE: September 7, 1984

RE: DAVID J. MEDINA
Sociology Scholar
Mt. San Antonio College

Carter Doran

This is to introduce **DAVID J. MEDINA**, Sociology Instructor at Mt. San Antonio College.

Mr. Medina has been a faculty member at Mt. San Antonio College for eight years, and I would appreciate any courtesy which may be extended to him during his research and travel sabbatical during the 1984-1985 school year.

Thank you very much.

King's College London

Strand, London WC2R 2LS

Telephone 01-836 5454

Faculty of Education

Professor David N. Aspin, B.A., Ph.D.
Head of Department

23 February 1984

Dear Mr. Medina,

I am writing to you instead of Professor Charlton who retired as Head of Department last October. I also write to you as Chairman of the King's College Academic Board Standing Committee on Academic Staff Development.

I am interested to hear of your Sabbatical leave and of the topics you propose to explore during it and I should certainly be very happy to see you at any time you cared to visit King's College in our next academic year. Perhaps nearer the time you would contact me with a specific proposal as to date and time of day; it would be helpful if you could offer some alternatives, and perhaps where I may contact you. I will then respond and hope to arrange a meeting between us.

I have also passed your letter to my colleague Mr. G. J. Whitty who, you will doubtless know, is our expert in the Sociology of Education, and with whom I do not doubt you will have some interests in common.

Yours sincerely,

David N. Aspin

Professor David N. Aspin

Mr. David Medina,
Instructor of Sociology,
Mt. San Antonio College,
1100 North Grand Avenue,
Walnut,
California 91789,
USA.

ARID

UNTEERS

Tues 4/12 קיבוץ טדי

Field Crub	Mush
Letesh	
Economia	
Gym	Michael de.
Citrus	
דגים	OLD
Dairy Farm	Brigita Jane
Poultry	Oelrich
Avocado	} Dave Halba Claude Alman
Incubator	
Garden	
Camel	Eric
Janitoring	
Swimming Pool	} Corinne Petra Lilian ^{g.mz} אליה ^ש
Kitchen	
Dining Room	} Axelott Rob Christina
Children's Kitchen	Medild
Children's House	Zuey
Sick Leave	Eddie
oliday	ise Paul Caroline
olunteers	Gudrun
icum	Kof
Laundry	Oddweig Felicitas

35

SLIDES

