network

bsa GOLDEN JUBILEE

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History of the BSA

Jennifer Platt

The BSA was founded in 1951. How did this come about? The archives of Political and Economic Planning - PEP - show a rather different version of events from that normally mentioned in BSA sources. The real initiative, unlike the formal one, appears to have come from a social scientists' lunch club of sociologists, survey practitioners and others, which met at PEP. (PEP was an independent, non-party organisation, set up in 1931, which aimed to provide a bridge between research and policy-making on problems of public concern. In the 1930s and 1940s it was an important meeting place for social scientists, social reformers, civil servants and politicians.)An additional factor promoting the establishment of an association was probably the foundation of the International Sociological Association, in which the country's only three professors of sociology - all at LSE - were involved, and for which a national association was required to qualify for membership, not then open to individuals. A meeting was called in October 1950 to discuss the possibility of forming an association. A letter from the LSE professors described the aim of the planned association as

'to serve as a means of raising the standards of, and increasing interest in, sociology in this country... it is not desirable, at least in the initial stages, to define the terms 'Sociology' and 'Sociologist' in a very strict way.... If a definition of the interests of the Association is needed, it should deliberately be made very broad, embracing such fields as contemporary, historical and comparative studies of social structure, morals and religion; sociological aspects of law; social philosophy; social psychology; social-biological aspects of mankind; social aspects of urban and rural settlement; human geography; and methodological aspects of social investigation.'

Academic sociology was then extremely small. Of the 70 people attending, 20 were from LSE (seven not from Sociology), 21 from other universities, 8 from the Government Social Survey, and the rest from a wide range of other groups; less than a third were 'sociologists'.

A letter to The Times in May 1951 announced the formation of the Association. This declared that:

'Social and legislative changes in recent years have made much sharper the need for study and research in sociological fields. In particular, the extension of planning since the war demands an understanding both of the sociological basis of planning and of its impact on society. The new association believes that it can play its part on the practical and on the theoretical side....'

Membership was open to interested parties whether or not they were 'sociologists', although the applications of those who did not fall into approved categories (these categories included members of departments of International Relations, Psychology, Philosophy, Anthropology, Genetics and Colonial Administration) were vetted by a committee. By the end of 1951 there were around 400 members, of whom only 35% were employed in universities, and of those less than half were formally named as sociologists. Regular speaker meetings were held in London, and members also received reduced rates for some journal subscriptions. The first conference was held in 1953. It was on 'Social Policy and the Social Sciences', with a plenary address by Gunnar Myrdal and group discussions on health, physical planning and the social services. Several of the speakers were practitioners rather than academics. A policy that academic and practical emphases should alternate in conference topics had been adopted, with the latter

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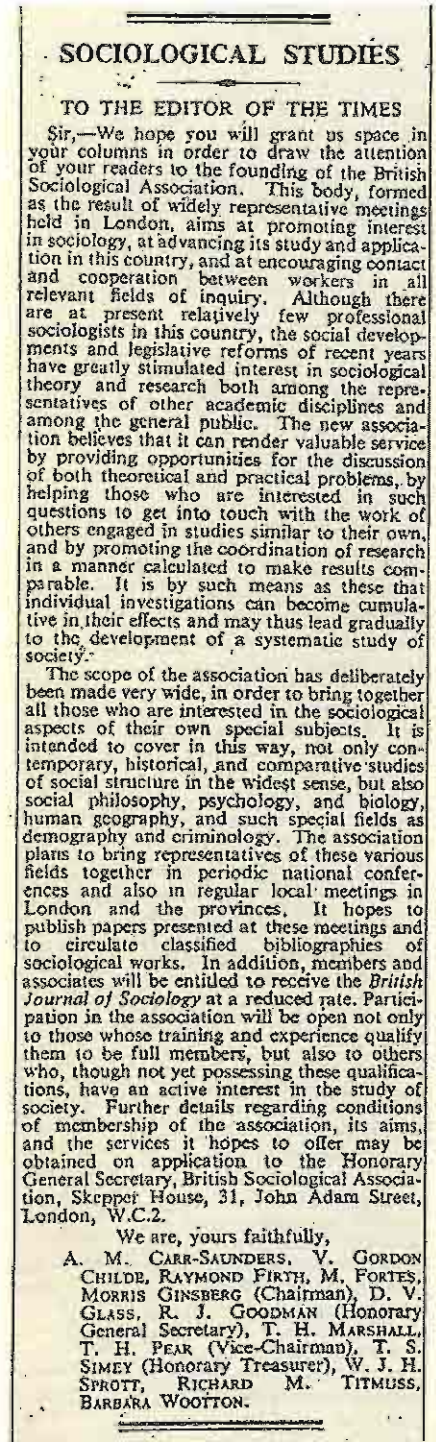
chosen to start with because of its probable wider appeal. The report of the following AGM remarked that the themes covered '... had appealed to the very wide range of interest of members... the conference had shown that there is a place for social scientists among the men of affairs and for men of affairs among the social scientists...' At this stage one can see that the conception of sociology and its role was closely connected with the growth of the welfare state (in which a number of those from LSE who were active in the early BSA had played an important advisory role).

However, a quite different area of activity presaged future developments. Members of what was the first significant cohort of trained postgraduate sociologists in Britain expressed anxiety about their employment opportunities. Their anxiety was fuelled by the approach of Morris Ginsberg, head of the LSE department; he welcomed people trained in other social-science fields into it (he still held the old conception of 'sociology' as a general social science) and, to the indignation from his own students, appointed some of those to the few jobs available at LSE. A resolution at the first AGM set up a sub-committee to study the 'recruitment, training and employment of sociologists', and this collected and publicised extensive data, on which the first report was submitted in 1953.

By then the BSA was well established. An office with a part-time secretary was provided by the LSE department, and a further subsidy for the first years came from the Nuffield Foundation. It had a constitution, an elected executive, a respectable membership and activities for members - and an Addressall machine, which figures largely in the early minutes.

Major changes in the British university system took place in the 1950s. Student numbers rose, the social sciences expanded and demand for sociology increased markedly. By the middle of the decade, LSE and Leicester still had the only departments called 'sociology', though at least Birmingham, Liverpool, and Bedford College (London) also had departments which might have been deemed worthy of the title. By 1960, there were staff listed as sociologists in the Commonwealth Universities Yearbook at 16 universities, but still only 54 teaching posts, of which 15 were at LSE. The majority of early members were based in London, and all meetings were held there, which led to dissatisfaction from those based too far away for convenient attendance. In 1955 the Scottish Branch was founded, leading immediately to an increase of membership in Scotland. London meetings gradually lapsed, superseded by the new study groups,



SOCIOLOGICAL STUDIES

TO THE EDITOR OF THE TIMES

Sir,—We hope you will grant us space in your columns in order to draw the attention of your readers to the founding of the British Sociological Association. This body, formed as the result of widely representative meetings held in London, aims at promoting interest in sociology, at advancing its study and application in this country, and at encouraging contact and cooperation between workers in all relevant fields of inquiry. Although there are at present relatively few professional sociologists in this country, the social developments and legislative reforms of recent years have greatly stimulated interest in sociological theory and research both among the representatives of other academic disciplines and among the general public. The new association believes that it can render valuable service by providing opportunities for the discussion of both theoretical and practical problems, by helping those who are interested in such questions to get into touch with the work of others engaged in studies similar to their own, and by promoting the coordination of research in a manner calculated to make results comparable. It is by such means as these that individual investigations can become cumulative in their effects and may thus lead gradually to the development of a systematic study of society.

The scope of the association has deliberately been made very wide, in order to bring together all those who are interested in the sociological aspects of their own special subjects. It is intended to cover in this way, not only contemporary, historical, and comparative studies of social structure in the widest sense, but also social philosophy, psychology, and biology, human geography, and such special fields as demography and criminology. The association plans to bring representatives of these various fields together in periodic national conferences and also in regular local meetings in London and the provinces. It hopes to publish papers presented at these meetings and to circulate classified bibliographies of sociological works. In addition, members and associates will be entitled to receive the *British Journal of Sociology* at a reduced rate. Participation in the association will be open not only to those whose training and experience qualify them to be full members, but also to others who, though not yet possessing these qualifications, have an active interest in the study of society. Further details regarding conditions of membership of the association, its aims, and the services it hopes to offer may be obtained on application to the Honorary General Secretary, British Sociological Association, Skepper House, 31, John Adam Street, London, W.C.2.

We are, yours faithfully,

A. M. CARR-SAUNDERS, V. GORDON CHILDE, RAYMOND FIRTH, M. FORTES, MORRIS GINSBERG (Chairman), D. V. GLASS, R. J. GOODMAN (Honorary General Secretary), T. H. MARSHALL, T. H. PEAR (Vice-Chairman), T. S. SIMEY (Honorary Treasurer), W. J. H. SPROTT, RICHARD M. TITMUSS, BARBARA WOOTTON.

Public statement - conception of the BSA, as published in The Times (May, 1951)

and conferences ceased to be held always in London. The weight of LSE, and London more widely, on BSA's EC decreased as the constituency changed. The office, however, remained at LSE; the first BSA secretary served it until 1963, and she was joined in 1957 by Anne Dix, who took over the office and remained in charge until her retirement many years later.

Massive further expansion, with the development of the first cohort of new universities, took place through the 1960s,

and transformed the situation; by 1972 there were 384 posts. The expansion in teaching jobs was paralleled by an expansion in research. There were now far more jobs for sociologists than appropriately trained candidates, creating a new problem. The Social Science Research Council (SSRC - now ESRC) was set up in 1965, and initially a high proportion of its resources went to students, in part to meet the demand for conversion courses. Even among professors, a number had no formal qualifications at all in Sociology; it was commonplace for lecturers to complete PhDs, and even MAs, while in post, if ever, rather than before gaining a permanent job.

In 1960 a group of younger university teachers had begun meeting separately, to escape from the general-interest membership of the BSA, as a 'Teachers' Section' limited to professional sociologists. By 1967 the group had 231 members, and by 1971, 300. Two meetings were held each year, one with conventional research presentations and one on teaching. Teaching was a hot topic, and attendance was generally higher at the teaching-oriented meetings. In 1965 it published a Register of Professional Sociologists, listing qualifications and areas of expertise, and organised a summer school, with funding from the Nuffield Foundation, especially aimed at graduate students in small departments. (In practice there was also considerable demand from junior staff.) In 1967 the summer school was handed over to the BSA, and it has continued ever since. Those involved in the Teachers' Section were also prime movers in the establishment of Sociology, the BSA's first journal, in 1967. This reflected dissatisfaction with the existing (departmental) journals, the British Journal of Sociology and the Sociological Review.

BSA responded to changing circumstances. A panel was set up to advise on curricula; at the 1965 AGM it was reported that 29 requests for advice had already been received, most from teacher training colleges. The Chairman reported in 1970 that the EC was now '...called upon continuously to advise outside bodies on the nature of the subject to ensure that professional standards are maintained and that the content of the subject is not diluted...'. The increasing amounts of empirical research being carried out led to concern about the ethical issues such work could raise, especially in the hands of inexperienced researchers. A working party on ethics was set up in 1967, whose report was adopted as a 'Statement of Ethical Principles and their Application to Sociological Practice'; this remains extant, after several updatings. BSA promotion and sponsorship of book publications started in the late '60s; one of the first books arose from a working party on the comparability of data, set up in response to concern at the risk that the proliferating empirical work would not be sufficiently cumulative. Guidelines such as those on Applications for Research Funding and for Postgraduate Supervision were produced. The practice of regular meetings between the EC and ESRC officers and committee members developed, and 'Meet the ESRC' sessions at conferences - at which it was customary to attack the ESRC speakers - became institutionalised.

In the 1960s and 1970s theoretical work, and theoretical cleavages, became much more important than before; it was a time of intellectual and political ferment, which saw the emergence to prominence within British sociology of Althusserian Marxism, ethnomethodology and 'the new criminology'. New study groups included Political Economy, Sociology of Development, Military Sociology and Socialist Societies. It seems predictable that the theme of the 1968 conference should have been Conflict; other conference themes around this time included Race Relations (1969), Social Control, Deviance and Dissent (1971) and Development (1972). This was the period of student unrest, which caused enormous upheavals in the universities. Sociology students were often involved, and some staff were sympathetic, making sociology unpopular in certain quarters; BSA felt the need to issue a defensive press release about this in 1969. It also had to deal with the Atkinson 'affair'. Dick Atkinson, an active supporter of the radical students, was chosen by the Birmingham sociology department for a post, but its recommendation was rejected higher in the university. The BSA objected strongly, urging that only professional sociologists could judge which candidates were competent for appointment to a sociological post, and blacklisted the Birmingham department. This caused some ill feeling, and at least one resignation from the Association - but did not succeed in changing the decision.

In the early '70s high rates of inflation led to a financial crisis in the Association, and the controversial decision was made to meet it by raising subscriptions, and introducing an income-related scale - which meant more than a trebling for the highest income group. This egalitarian move was not universally popular, and membership dropped by over 400 from its peak of 1792, but total subscription income still rose - a general salary rise put more people into the higher categories. A strategy of diversifying sources of income, so that future rises would not be so great and create such ill feeling, was adopted. Conferences and publications became more important as sources of income, and subscriptions less important. (In 1979, BSA took over the publication of Sociology, and soon profited from this; in 1985, it felt able to add a second journal, Work, Economy and Society.) BSA Publications Ltd. was founded in 1976 as a legally separate body, in order to enable it to make profits without jeopardising the Association's charitable status. Successive Treasurers have performed their traditional role by regularly predicting doom unless swift and radical action was taken, and their gloomy predictions have not usually been fulfiled. There seems to have been a cyclical pattern of shortage of funds followed by remedial action, and then a surplus which is spent, within a longer-term trend of increasing income and expenditure.

By 1974, it was evident that the many changes called for a review of BSA's operation. It was agreed that to cope with expanded activities the EC should devolve work to a structure of sub-committees, and that a Development Officer and a part-time Publications Officer should be appointed. The Teachers' Section, started as an oppositional movement, had as conditions changed become the Teachers' Section of the BSA. It is now closed, its mission completed. The Young Turks had taken over the EC, and many of its leaders now had chairs in new departments.

The next major development started in the same year. The first conference on a gender-related topic was held: 'Sexual Divisions and Society'. The organisers were active in the new women's movement, and went to pains to draw in women, not all previously active in the BSA. The Women's Caucus was formed at the conference and started to press for change. This led to the formation of the Equality of the Sexes Sub-Committee (represented on the EC since 1976), and gender equality became explicit BSA policy. Sheila Allen, one organiser of the conference, was unopposed for election in 1975 as only the second woman President of the Association. The standard conference model changed to a more egalitarian one with many parallel non-plenary sessions, and general rather than individual invitations to offer papers were issued. The turn to sexual politics was marked by the foundation of study groups on Sexual Divisions in Society (1975), Sexuality (1976), Gay Research (1976), and Sociology of Reproduction (1976). It is widely believed that a number of senior men resigned in objection to what some saw as inappropriate politicisation of a learned society, though it has proved hard to document this. Since then, BSA has shown a continuing concern with gender equity, both in its internal affairs and in representations to outside bodies.

Another spur to action was the severe cuts by government to university funding in the late 1970s and the 1980s. Sociology was out of political favour, and subject to many attacks.

Early retirements were actively encouraged, and the situation seemed threatening enough for the BSA to ask departments to refuse to accept transfers of students from any departments closed as a result of cuts, and to strive to re-employ redundant staff. In 1980, the EC noted that staff cutbacks were making it harder to find volunteers to organise BSA activities, so that more had to be done by paid employees, while the departments of potential editors of Sociology asked for larger contributions to the costs of running its office - hidden subsidies could no longer be relied upon. BSA devoted considerable effort to defence against cuts and attacks, and to public relations generally; the Association of Learned Societies in the Social Sciences was founded for combined action. (It is a measure of change since then that ALSISS has now become 'Academy' instead of 'Association', with selected academicians, and promotes social science in a much less defensive style.) In 1987 the daring move was made to request a University Grants Committee 'review' of sociology. Such reviews for other disciplines had proposed significant cuts. However, this review set out standards for satisfactory departments of sociology, and that in some cases led to new appointments to meet them.

The rise of public pressure for the 'accountability' of universities, as manifested in the Research Assessment Exercise and Teaching Quality Assessment, has created new areas of BSA activity, replacing 'cuts' as an area of concern. The Association has been consulted as part of the general consultation of learned societies in connection with these, has made representations about the form such exercises should take, and has nominated individual candidates for their panels. The latest such area in which BSA has played an active role is the production of the 'Benchmarks' for sociology, where discussion of drafts was conducted via the BSA Web site. The Heads of Departments group, though it was originally founded in response to external threats which BSA was equally concerned with, at one time kept some distance from it as potentially undermining their authority and representative role. Now, however, the HoDs routinely meet at the BSA conference and are serviced by the BSA office.

Since the Thatcher period BSA has gone through a number of further organisational changes, some internally and some externally driven. The largest single change was that associated with the move of the office in 1992 to a Durham University business park. The cost of maintaining a London base, and increasing pressures from LSE, made a move highly desirable; Anne Dix's retirement provided the occasion for many tributes, and a review of the office's location, organisation and staffing. Papers not needed for current use were deposited as archival materials for the future researcher, and a fresh start was made, despite many elements of continuity. Legal and tax changes have also made it necessary for various practical matters to be reorganised, in the most recent period resulting in the move to incorporate BSA as a limited liability company.

Over time, the Association has changed from a small one with a limited range of activities to a much larger one with a wide range of activities, some of them semi-independent; these range from conferences and publications to codes of practice and individual casework. Initially it was run on a largely voluntary basis, with subsidies of varying degrees of formality from departments. It has become a complex organisation with a professional staff, and has adapted to a situation where there are new external constraints and challenges and it can no longer rely on significant subsidies of either money or time. Sociology has become more diverse and fragmented as its size has increased, so different members may only participate in parts of BSA's activities. Despite this, the need for representation of the discipline as a whole is as great as ever, and no doubt BSA will in the future respond to changing circumstances as it has in the past.

STEAMING AHEAD...

This is not another 'rail journey from hell' story. True, I am using some of my extra hours of travelling home from the December meeting of the Executive Committee to write this piece. But spirits aren't dampened when several significant decisions have just taken the Association further on its long march of development so fascinatingly described by Jennifer Platt's cover story in this issue of Network.

Probably the most important decision, in the sense that every BSA member will feel its direct impact, is the choice of publisher for our Journals for the next five years. We have obtained a new contract that offers better direct financial returns as well as a higher academic profile and assistance with electronic publishing - including new, study group-based, journals. The agreement guarantees financial support for other activities; and delivers discounted book prices from a major social science publisher for members. This means we can improve membership services, yet increase income to ameliorate rises in subscriptions.

We did not go to tender because of dissatisfaction with our existing publishers. Rather, your Association has reached a point where everything officers do on your behalf is geared to improvement. The officers' position as Trustees (under charities legislation) presses us to do so. But also the old 'amateur' days have disappeared as the Association grew, and public expenditure rules tightened. Our re-tendering exercise, including legal and accountancy advice, is a classic example of our current 'professional' approach.

The Tendering Meeting in Durham last November, attracted representatives from several publishing companies, ranging from global companies to small, specialist production houses. The resulting nine bids, examined independently by Publications Committee and a sub-group of officers, were impressively professional, detailed and seriously commercial. They really wanted our business. Our process produced clear advice for your Executive Committee, leading to a well-informed choice. What a marked improvement this was to our first attempt at contracting out our publishing, five years before!

Perhaps in contrast, some of the other EC decisions may seem small beer. We finally signed over the old BSA operation to the new, incorporated charity, BSA established by members' authority last year. We approved planned extensions to membership services and a membership drive. Proposals on election and terms of officership will be prepared for discussion at the coming AGM.

We confirmed our recommendation for the next President, the first educated outside of the 'old' universities. We noted the excellent start made by the new streamlined committee structure (adopted following last year's operational review) which handles business more promptly, and guarantees wider and genuine involvement by BSA members.

We also agreed to mark our Jubilee by instituting a small annual award to recognise individuals who have made particular contributions to the Association's work. This award (to be first made at the 2001 AGM) will offer some recognition for those members who give so generously of their time to do the work of the BSA on behalf of other members. By such small steps is BSA's long progress still being taken forward.

Geoff Payne

Curriculum 2000

Members of ATSS [Association for the Teaching of Social Sciences] who teach A level Sociology are in the midst of grappling with a new syllabus; or rather, since changed vocabulary is one of the changes we must get used to, a new set of specifications. We have bigger classes, students studying more subjects than ever before (and still trying to do paid work on top) and exams looming next June for students who only just seem to have started sociology. Behind the immediate changes in content, examination and style, a framework is emerging of far reaching changes throughout the curriculum for 16 to 19 year olds.

The urgent pressure on teachers, though, is to bring in successfully the new A level specifications. In most schools and colleges, Year 12 (Lower Sixth) students are now taking four or even five subjects. They will sit AS level exams in these next June, and then choose three to continue with to A level in Year 13 (Upper Sixth). The second, Year 13, part of the course is now called A2. AS stands for Advanced Subsidiary; these completely new exams are not, of course, to be confused with the old AS (Advanced Supplementary) exams, which were equivalent to half an A level. The latter represented an earlier attempt to widen the A level curriculum, an attempt that was successful in my school (and was the route by which Sociology became a popular subject), but in few other places. There is a persistent rumour among teachers that the new AS levels were so named because those dreaming up the new scheme did not even know that there were already AS levels!

The change is not as far reaching as many of us hoped a few years ago. There was a lobby for a Baccalaureate style curriculum, with five subjects, substantially widening the range of students' learning and partly breaking down the science/arts barrier, and with an overarching certificate. This is not to be, or at least not yet (an overarching certificate is quite likely in a few years time).

In launching the new style exams, the Government's problem has of course been to reassure everyone that the gold standard of A levels (already eroded by allegations of falling standards) remains intact. The official line is indeed that standards will not fall, but the view at school level is that this is a bluff. The AS exam, which most will take at the end of Year 12, will be set at the standard which a student at that stage of their education could be expected to have reached, not the standard they would have reached a year later. And the AS counts for 50% of the final A level mark. To placate those who spot this, there are to be a set of 'World Class Qualifications', probably to be called Advanced Extension (AE) levels. These are, however, restricted to traditional academic subjects; economics, for example, but not business studies. No, there won't be one for Sociology. ATSS members have made their views known, through the Times Educational Supplement and elsewhere, but to no avail.

There will only be two Sociology A level specifications on offer, one from AQA and one from OCR. These are two of the new awarding bodies into which the old exam boards have merged. Both the content and style of the new AS and A2 level examinations are different from the old AS and A level. The old three hour exams have gone, replaced by module exams. Depending on whether they take the coursework options, students will, over the two years, sit four to six modular exams. Each examines only one topic (although one of these, the 'synoptic' unit, is intended to test students' ability to bring together ideas from across the whole of their study of sociology). At AS level, there are more marks for knowledge, and less for the 'higher' skills such as evaluation, this to acknowledge that students are at an intermediate stage between GCSE and A level. In practice this is likely to mean just as much cramming of names and theories from the blockbuster textbooks such as Haralambos's Themes and Perspectives as before. One difference though is that students only ever needed about half the chapters in such books; they'll need even fewer now.

The new system has implications for university entrance. Students will be able to apply for university places with 'real' grades (at AS level) rather than predicted ones. (A system under which students could apply online after getting A level results remains distant.) UCAS is recognising the new AS levels as worth half an A level in terms of points. The UCAS tariff system is to be completely revamped, and there will also be points available for Key Skills Qualifications, to be gained partly through external tests and partly through amassing a portfolio of evidence. Initially the Key Skills are to be Communication, Application of Number and ICT, with the probability later of the three 'softer key skills (Improving Own Learning, Problem Solving and Working with Others) and a seventh Citizenship skill having the same status.

Alongside my A level (or rather AS, since they may not go on to A level) Sociology students are several who are taking GNVQs. Advanced GNVQs are about to become vocational A levels, in an attempt to further break down the barriers between academic and vocational education. There are also a range of new AS and A levels on offer, though many schools and colleges are too concerned with getting the new system right to think about launching new subjects. But of interest to sociologists are an A level in Social Policy and an AS only in Citizenship. Citizenship is due to become a foundation subject in the National Curriculum at Key Stages 3 and 4 (ages 11 to 16). The form citizenship is taking has been influenced by sociology; it will concentrate on social, economic and political literacy and participation. There are opportunities here for sociology teachers to enhance the status of the subject and demonstrate its relevance, and there is a good chance more social scientists will enter teaching as demand grows.

As we cope with all of this, of course, we constantly have to remind ourselves not to forget our other students - those who take the last round of the old style A levels next June. It could be worse. We might be working for the exam boards (sorry - awarding bodies) who somehow have to timetable and run a full set of old A levels and new AS level exams next summer, and mark them, and get the results out on time, avoiding a repeat of this year's Scottish fiasco, and satisfy everyone that the new exams are accessible to 17 year olds while not abandoning the A level gold standard.

Jonathan Blundell
ATSS Vice-President and BSA member

BSA POSTGRADUATE FORUM

Welcome to what is hoped to be a regular page dealing with student and post graduate issues and concerns.

As many of you already know, I have now handed over the convenorship of the BSA post graduate forum to the very capable hands of Victoria Gosling and Catherine Walker, both at Sheffield University, and I would like to wish both of them all the best with this.

It is hoped that both the BSA post graduate forum and Network can work together to continue to represent and give voice to post graduates, who to date, have been largely excluded from many of the decision making processes within the BSA.

So, it is over to you. If you have any thoughts, ideas, issues, worries, conferences you wish to promote, or just want to rant about something related to post graduate concerns, drop me an e-mail (at g.crawford@shu.ac.uk or send this to the BSA office in Durham) and hopefully we can keep this page a regular feature in Network.

This issue, Tracey Collett (Plymouth University) has very kindly provided feedback on some of the issues raised in the post graduate forum she chaired at this years summer school. Details are also provided of how to subscribe (or unsubscribe) to the new post graduate mailing list, which will continue to be run by the BSA post graduate forum.

Garry Crawford

Post Graduate Summer School 2000, Plymouth University

There was general agreement that information for sociology post graduates is often come across on an ad hoc basis. Whilst the BSA magazine 'Network' was generally seen as a good source of information and the e mailing system run by Garry was seen as positive step in the right direction, it was suggested that a central information site specifically for post graduates would be useful. Such a site may contain information about what other people are studying; funding; subject groups; BSA and ESRC guidelines; conferences and post graduate issues in general. The site could take the form of a web site (perhaps linked to the BSA website), or a postgraduate newsletter. It was suggested that the site should be interactive allowing postgrads to put forward suggestions or raise questions. It was also suggested that all prospective postgraduates be made aware of the site before starting their studies.

There was a general feeling that more training for teaching is needed. Provision for this seems to vary amongst universities. It was felt that poor teaching leads to poor sociologists. Marking needs to be double checked and post grad teaching should be evaluated. It was felt that the emphasis on research has led to a neglect of this area.

Also it was felt that equal access to teaching should be given to all postgrads. In some departments it appears that some students are given more than others - teaching should be advertised to all students.

More notice should be taken of P/T postgrads and CASE students. Often they can feel isolated and are not given the information that full time post grads are given.

Some PhD students do not have access to enough resources. For example they do not have computers or office space, this often leads to them working from home, this results in a feeling of isolation. Students in this position often have to use their own resources, for example the telephone to interview people. This leads those who are paying to do PhDs to question what they are paying for. Similarly those who are being funded by external agencies wonder where their funding goes.

There was some interest in the idea of having regional BSA representatives (see names below). It was thought that the role of the regional rep would be to meet with post grads in the area and feed back issues to the main rep. Some felt that rather than be regional, the reps should be subject based.

Tracey Collett
Plymouth University.

BSA Post Graduate Forum Mailing List

After some delay over transferring this to the new convenors, is up and running again. Victoria and Catherine will continue to have chief responsibility for this, so all information that you wish to distribute should be sent to them at PGForum@sheffield.ac.uk. However, the general administration of the list will now be managed centrally by Henk at the BSA office, so to subscribe (or unsubscribe) to the list, e-mails should be sent in the following format direct to Henk.

To subscribe to the list send an email to henk@britsoc.org.uk with the following information:

- In the subject line type: "Subpostgrad"
- In the body of the message type:
- First and Second name
- e-mail address

If you want to be excluded from the list, send an e-mail to henk@britsoc.org.uk, with the following in the subject line: "Unsubpostgrad"

Occupational Mobility

Graham Allan, previously Reader within the Department of Sociology at the University of Southampton, has been promoted to Professor of Sociology within the School of Social Relations at Keele University.

Lisa Atkins, previously with the Australian National University has recently joined the Sociology Department at the University of Manchester as a Lecturer

Les Back has been promoted to Reader in Sociology at Goldsmiths' College, London University.

Stephen Ball, currently Chair at King's College London and Director of the Centre for Public Policy Research, from March 2001 will become the Karl Mannheim Professor of Sociology of Education at the University of London, Institute of Education.

Rosemary Deem, hitherto professor of educational research at Lancaster University, has been appointed Professor of Education at Bristol University.

Diane Elson, previously Professor of Development Studies, Department of Sociology, University of Manchester, is now a Professor in the Department of Sociology, University of Essex.

Paul Iganski, previously Lecturer in Social Policy and Social Work at the University of Sussex, has been appointed as Lecturer in Sociology and Criminology, Department of Sociology at the University of Essex.

Virinda Kalra, previously Lecturer of Sociology at the University of Leicester, has moved to the Department of Sociology at the University of Manchester.

Lydia Martens has moved from the University of Stirling to take up a lectureship in sociology within the Department of Sociology and Social Policy at the University of Durham.

Colin Murray has been promoted to a Chair in African Sociology at the University of Manchester.

Lucinda Platt has been appointed as Lecturer in Sociology, Department of Sociology at the University of Essex.

Sheila Rowbotham has been promoted to Reader within the Department of Sociology at the University of Manchester.

Geoffrey Walford has been promoted from Reader in Education Policy to Professor of Education Policy at the University of Oxford.

Don Slater, currently Senior Lecturer, Department of Sociology, Goldsmiths' College, has been appointed Reader in Sociology at the London School of Economics from 1 January 2000.

Dr Shirley Tate, formerly with Leeds Metropolitan University has moved to Lancaster University, Department of Sociology as a temporary lecturer.

Dr Nicole Vitollene, formerly with the Australian National University has joined the Department of Sociology, Lancaster University as a temporary teaching fellow.

Sallie Westwood, previously professor with the School of Social Science at Leicester University is taking up a Chair [from February 2001 at the University of Manchester

Stephen Woolgar, director of the ESRC's research programme on Virtual Society, has been appointed Professor of Marketing at Oxford University, with a fellowship at Green College.

HONOURS

Professor Anthony Giddens, director of the LSE, has been awarded the honourary degree of DLitt by Leicester University.

CALL FOR PAPERS

CONSUMPTION METHODOLOGIES IN PRACTICE

Consumption Study Group at UCL

We invite papers for the next Consumption Study Group. Our choice for this topic was generated by an interest in the implications of the various ways to approach consumption for interdisciplinary organisations such as the Consumption Study Group. Despite its significance methodology is often implied. It lurks in the background. Perhaps unquestioned? We would like to give methodology the attention it deserves.

This workshop will explore the multitude of methods and ways of approaching consumption. Our aim is to bring together contributors from a range of disciplines that address issues related to consumption while critically evaluating the methodologies used. We encourage participants to address a wide variety of issues drawing on case studies and research in practice.

Papers could explore disciplinary models, methods and new avenues for consumption research. Important topics include: the ethical, epistemological and logistical implications of methodology; the possibilities for funding and collaboration with the private sector and directions for future consumption-related methodologies.

We hope to generate critical debate about the current state of the field of consumption studies and aim to investigate whether or not our multiple disciplines can converge towards a common understanding of the topic. Finally, we hope that this seminar will facilitate future cooperation across disciplines boundaries.

Those interested in presenting a paper should send an abstract (maximum 500 words) by the 15 January 2001. Please forward abstracts to Jean-Sebastien Marcoux, Department of Anthropology, University College London. Email: ucsajma@ucl.ac.uk

The Consumption study group will take place at UCL, in the Department of Anthropology on the 16th February 2001.

FAMILY STUDIES GROUP

The activities of the Family Studies Group have been extended lately, with two one day conferences held during the Autumn Term: one in London and one in Aberdeen.

The London meeting was hosted by Professor Colin Francome at Middlesex University, and took the theme, 'Families and Crime'. Bringing together two areas of work that normally occur quite separately generated some useful ideas. Speakers included Professor David Downes (LSE), Dr Jayne Mooney and Professor Jock Young (both from Middlesex University), and Kusminder Chahal (Federation of Black Housing Organisations).

The Aberdeen meeting was a very welcome new venture to take the study group north of the border. The theme was 'Juggling Work-Family Life', an expression which has commonly been used to describe the sometimes precarious state of combining the competing demands of work and home. One of the purposes of the seminar was to explore how work-family issues are experienced from a variety of perspectives, for instance by different generations of the family.

Opening the seminar Pia Christensen's (University of Hull) paper looked at children's perspectives on quality time with their parents, which was followed by Peter Seaman's (MRC) presentation on teenagers and family life. Before lunch local academic Gillian Munroe (University of Aberdeen) gave her paper on family life in a north-east Scotland fishing community.

During the afternoon, Charlie Lewis (Lancaster University) presented a humourous account of fathers and work, followed by Tina Miller's (Oxford Brookes University) paper on mothers with young babies, returning to work. Concluding the day's proceedings Jeff Hyman's (Glasgow Caledonian University) paper focused on trade unions and the provision of 'family-friendly' employment practices within the financial sector.

Despite problems with the trains, over fifty delegates from around the UK managed to attend the seminar. The event successfully managed to attract a diverse audience which as well as including academics and post-graduate students, included representatives from Unilever, Amec, Glasgow Health Board and Grampian Health Promotions. A great deal of interest was also shown by the delegates in setting up a 'northern' BSA Family Studies sub-group, and there are plans to organise another event in Scotland and northern England in the near future.

Many thanks are due to Colin Francome and John Galilee for hosting and organising these events.

The next meeting of the study group will take place during the Annual Conference at Manchester, on Wednesday 11th April. Part of the session will focus on a debate around 'Authenticity and Ethics in Qualitative Family Research'. Jean Duncombe (Chichester University College) and Maxine Birch (Open University) have both agreed to introduce the debate, and there is room for more contributors besides.

The session at Manchester will also serve as a business meeting. It would be good to extend the numbers of people making an input (large or small) into the study group. Two aspects in particular could be most usefully extended.

(1) Offers to host future events, particularly in venues outside the South East of England. We are particularly keen to build on the interest in Scotland and the North, sparked by the meeting in Aberdeen.

(2) Offers to become part of a steering group, perhaps operating on an email basis, to provide ideas and guidance to the group in planning events.

Any expressions of interest, or requests to be included on the mailing list of the group, should be sent to: Jane Ribbens McCarthy, Centre for Family and Household Research, Oxford Brookes University, School of Social Sciences and Law, Gipsy Lane, Headington, Oxford OX3 0BP. Email: jcmccarthy@brookes.ac.uk.

LESBIAN STUDIES GROUP MEETING

Saturday 3rd February 2001 From 10.30-4.00pm

Venue:
London School of Hygiene and Tropical Medicine Keppel St., London WC1E 7HT

Nearest tubes:
Goodge St; Russell Sq. Euston Sq.

Speakers will be:
Debbie Epstein and Diana Leonard

Fighting Talk:
'Homophobia and Equal Opportunities Policies in Schools'

Tea, coffee, biscuits and a buffet lunch will be provided at a small cost.

This is a very informal and supportive group where it is safe to try out new ideas and discuss issues or work in progress.

For further details please contact Nicki Thorogood on 0207 927 2430 or email: nicki.thorogood@lshtm.ac.uk or Julie Fish on 0116 257 7984 or email: jfish@dmu.ac.uk

MEDICAL SOCIOLOGY GROUP

Annual Conference 2001

The 33rd Annual Conference of the BSA Medical Sociology Group will be held on September 21st - 23rd at the University of York.

The Plenary Speaker will be Professor Michael Bloor SOCSI, Cardiff University, who will talk on

"On the consulting room couch with Citizen Science: the approach of the Sociology of Scientific Knowledge to practitioner-client relationships"

Those wishing to present a paper must submit an abstract by April 27th 2001. Abstracts received after this date will not be considered. Booking forms will be available from January 2001.

Further details available from:

British Sociological Association
Unit 3F/G Mountjoy Research Centre
Stockton Road
Durham DH1 3UR

Email: bsamedsoc@britsoc.org.uk & the BSA Medical Sociology Group web site: http://medsocbsa.swan.ac.uk/

SOCIOLOGY OF NEWS MEDIA STUDY DAY

University of Nottingham
6th October 2000

We were a small group at the most recent Sociology of News Media Study Day, but our discussions ranged widely. Held at the University of Nottingham in October, three papers were presented on the current research or interests of group members.

Zoe Harris, a PhD student in the School of Sociology and Social Policy at the University of Nottingham discussed her use of vignettes as a means to understand news production. Providing the group with examples of the story employed, she described their use to encourage journalists to talk about the production of news stories, particularly in relation to food scares.

Issues central to the use of vignettes in data collection were raised in the discussion that ensued.

In 'News from Nowhere', John Hitchins, Senior Lecturer in Public Relations at the College of St Mark and St John in Plymouth, considered the creation of a media relations template and its success in predicting and gaining press coverage in the UK. Using colourful and interesting examples, he described the five ingredients of successful public relations programmes and considered their use in organisations that did not currently have a high media profile.

During the final session of the day, Bob Franklin, University of Sheffield and editor of the newly issued Journalism Studies, described the process of getting a publication up and running. His presentation provided insight to the excitement of starting a new journal, while also explaining its catchment both in terms of audience and academic domains.

The day concluded with discussions of possible future meetings and of, perhaps, linking these to other events to encourage attendance. Abstracts of the papers presented are available on:
www.britsoc.org.uk/about/newsmedia.htm

Further details about the Sociology of News Media Study Group can be obtained from :
Meryl Aldridge,
(Meryl.Aldridge@nottingham.ac.uk)
University of Nottingham,
Nottingham,
NG7 2RD

SCOTTISH MEDICAL SOCIOLOGY GROUP

in Conjunction with the BSA Scotland Committee

The Scottish Medsoc group theme for the coming year will be ethics and consent. Given the introduction of the new human rights bill and the development of a Scotland-wide ethics committee these are pertinent issues to everyone in research.

The Ethical Issue of Consent:
Kate Allan, University of Stirling

Friday 9th February: 1.30-4pm, MRC Social and Public Health Unit, 4 Lilybank Gardens, Glasgow

Increasingly we are being drawn towards discussing some of the ethical issues surrounding social research. One of the areas that have captured the imagination, and provoked controversy, is the issue of consent.

A number of key principles are generally recognised:

* the person who the research team wishes to participate in the study is fully informed;
* consent is given willingly and freely;
* the person is competent;
* consent is on-going throughout the duration of the project.

Each of these principles is problematic. For example, how do researchers assess competence? People with dementia for instance, due to their cognitive impairment, have traditionally given consent by proxy. This is not surprising given that understandings of the experience of dementia has tended to be dominated by the medical model that has been concerned with charting both neurological pathology and cognitive deficits in memory, language and reasoning. Yet, researchers who spend time with the person and enter their verbal and non-verbal communicative worlds, may be able to understand that person's thoughts and feelings and thereby find out if the person with dementia wishes to partake in the study.

Another aspect of the process of consent that needs to be debated is the role of gatekeepers. To reach a person, researchers often have to negotiate a number of gatekeepers, for example ethics committees, relatives, and organisations (social work departments, nursing homes etc). Gatekeepers can be regarded as paternalistic, protecting the rights of 'vulnerable' and unsuspecting people. On the other hand, they can be perceived as implementing social control and wielding power of particular groups of people in society.

These are just a couple of the dilemmas that are a cause of concern and can evoke feelings of anxiety amongst members of the research community. As medical sociologists these issues should be of interest on both theoretical and practical levels.

Kate Allan's background is in clinical psychology where she worked in the field of mental health with adults and older adults. She is now Research Fellow at the Dementia Services Development Centre, University of Stirling, where she has been undertaking research in the area of communication and service user consultation.

For further details of the group please contact either Linda McKie, l.mckie@gcal.ac.uk or Gill Hubbard, gill.hubbard@stir.ac.uk

YOUTH STUDY GROUP SEMINAR

11.00am to 4.00pm
Wednesday January 17th 2001
University College, Northampton

Venue Conference Room at the Nene Research Centre, Park Campus, University College Northampton, Boughton Green Road, Northampton, NN2 7AL.

...continued on page 23

Sociology after the Third Way, in the UK and the USA

Martin Albrow

This is an abbreviated version of a lecture delivered at City University to mark the launch of sociologypress, Friday 13th October, 2000.

Is it premature to look beyond the Third Way? After all, sociologists have had particular reason to welcome its rehabilitation of society as a focus for policy concern, and British sociologists must take satisfaction in the influence that Anthony Giddens has enjoyed as the world spokesman for the Third Way.

Nonetheless there is a concrete reason for saying the Third Way is in the past. Whoever wins the Presidential election in the United States, we can be sure that Gore as his 'own man', or Bush as the 'compassionate conservative', is not going to want the old brand name. If third way work is to go forward it will have to be under another name, and that's a relief, because notoriously 'thirdism' has no centre, a paradox for people who like to occupy it.

Any idea that there is a single way for public policy, somewhere between left and right, or between socialism and capitalism, ignores the fact that neither socialism nor capitalism are single direction ways in their own right. Each takes many forms and arguably in the West, and now in China and elsewhere, every country enjoys a mixture of them anyway. So there will be many names to come to chart the directions politics might take in the next few years. My hunch is that 'progressive' and 'reformist' will be centre stage, but either could be overtaken by events.

However the hole in the centre of the Third Way has been the theory of society, which just happens to be the core of sociology. There has been no minimal agreement among sociologists in the 1990s to match what economics produces. Very often this results in a wringing of hands about the contribution that sociology makes. Why have we not risen to the challenge?

Despite extensive concern for community, social capital or civil society, society as such has been the absent topic. When I raised this theme at the British Association in 1998 The Economist felt it important enough to call on sociologists to get their act together. So we should and we need to resume developing the theory that was left hanging in the mid 80s. The main achievement in Giddens' work was to foreshadow the emancipation of the theory of society from the confines of the nation-state. This involved the recognition that the state as such was only one particular way of fixing social relations in time and space. It asserted, therefore, the fluidity of society and, by implication, its autonomy from definition by a central authority.

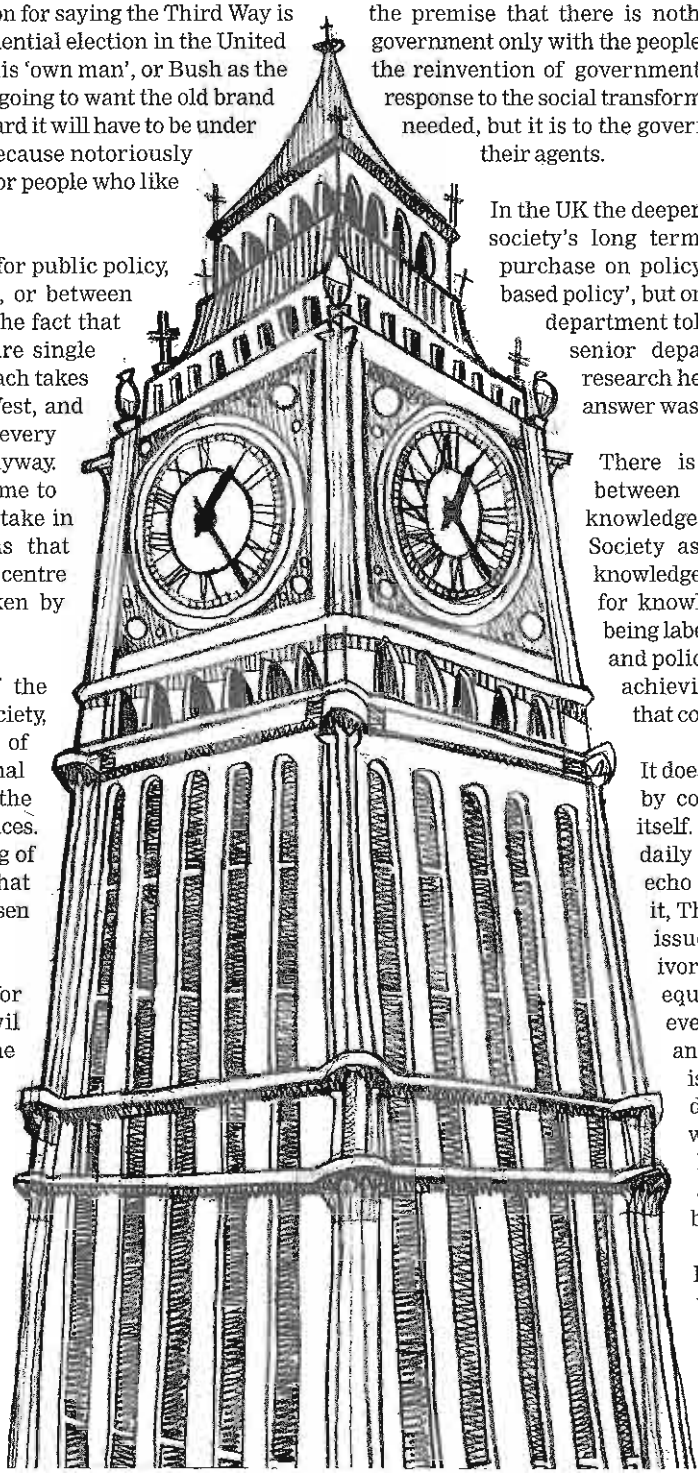
But that, of course, has not been exactly what British Third Way political leaders have wanted. They have seen the challenge as the reduction of disorder. Not for nothing has the term 'control freak' stuck, much to their irritation. But this is the result if you start from the premise that there is nothing wrong with the machinery of government only with the people. In this respect the foregrounding of the reinvention of government in the US provides a much better response to the social transformations of our time. Radical change is needed, but it is to the governing institutions and the outlook of their agents.

In the UK the deeper information required to respond to society's long term and underlying needs has little purchase on policy. Certainly there is now 'evidence based policy', but one official in charge of a government department told me recently that when he asked a senior departmental head what sociological research he would like to commission the short answer was, 'none'.

There is a deeply dysfunctional relation between public policy making and the knowledge of society in British government. Society as it really is appears as a threat, knowledge of it is a discomfort. The very search for knowledge can result in the researcher being labelled a dangerous radical. If evidence and policy are in tension then the chances of achieving the longer term fix on strategy that comes through theory are negligible.

It does not have to be so. The United States by contrast is greedy for knowledge of itself. Scan the pages of its most respected daily paper, the epicentre of the public echo chamber as one commentator called it, The New York Times. The coverage of issues is serious to the point of being ivory tower compared with the British equivalent. Sociologists are cited at every juncture. The senior assistant of an American senator told me that there is no way an issue can be taken up and developed into a political campaign, which means influencing the legislative rather than the administrative process, unless it is backed by substantial research.

British sociologists would salivate at the prospect of an equivalent to the Congressional breakfast the



American Sociological Association provides - and not for the food alone. Congress members and their researchers listened last year to sociologists presenting evidence on hate crimes. This year the issue was community.

A vivid recent example of the American reception of sociological work is the testimony on contemporary slavery before the Senate Foreign Relations Committee by Professor Kevin Bales of the University of Surrey Roehampton. This was broadcast on prime time public service television. Not long before, his book Disposable People had been the subject of a New York Times leader. I can't recall any other publication by an academic sociologist that has had quite that immediate impact in public affairs.

In the UK Bales' film, Slavery, based on his book, was broadcast on Channel 4 on September 28th, the same day as his American appearance. It has fed public passion, but will it have a resonance in legislation? It is more likely to feed the standing disjunction between government as usual and the moral concerns of the general public. But this difference between the United States and the UK is symptomatic of the gulf between them in processing social knowledge that the Third Way has been unable to bridge.

In the US, sociology has been involved from the outset in the construction of a national society. Current anxiety about the relations of society to the nation has certainly reached a new pitch under the impact of globalisation. Assimilation can no longer be taken for granted and sociologists are called on ever more urgently to diagnose malaise, national disintegration, or future chaos. Nevertheless, at the same time American governance digests new information in a continuing process of reconstituting society.

America then has never had the same problem with sociology as a valued information source for public policy that the UK has had, even if globalisation has shaken the long held faith in community as the solution to social problems. In the Global Age global community is precisely what Americans fear. The US and the UK come to society then from quite different historical experiences but each is faced with the problem of theorising afresh something that has been rediscovered.

The problem for Britain is precisely to find ways in which a knowledge of society can improve the public policy process. The problem for America is to find ways in which the knowledge generating process can make sense of issues that go beyond domestic public policy. In both cases society as such comes into question. In Britain the problem is a system that guarantees leaders will not hear. In America the system is listening all the time but frequently cannot get the message.

These two quite different sets of problems help to explain why it has been difficult to find a transnational Third Way. If there were to be one, it would have to focus on issues of global governance that affect every country - problems of the transparency of global capital movement, of collaboration in human rights monitoring, administering world health and environment. These are the issues that call for a meeting of minds across boundaries and it could well be that at least one ex-leader of the Third Way will find a new role facilitating just that.

In the UK the problem is to open up institutions that can guarantee the flow of social knowledge into governance. We need a focus on the operation of British institutions as knowledge processing, policy generating systems. We need to excavate the culture where official secrets predominate over freedom of information, where members of parliament have no entitlement to access to government research or advice from civil servants, and where all information is judged by it usefulness for the re-election of the current administration. The only force currently to guarantee the dissemination of knowledge of society is competition between government departments. It is a feature of the dysfunctional nature of the British system that the central response has to be to bring them under control.

In an educated and democratic society knowledge of its own working should in principle be accessible to all. In Britain only profound institutional change will achieve that. Its current government has delivered institutional change, but always with reluctance. It has never provided the wholehearted, thoroughgoing justification for devolution or the reform of the House of Lords. These always appear as one off measures of modernisation, or reluctant concessions rather than convictions born of a deeper understanding of the current needs of a democratic society.

There are of course downsides to an open knowledge society as it exists in the United States. It is not unrelated to the huge influence that capital has on government and politics. Overall sociology is intimately involved in the knowledge economy and in the reproduction of American capitalism in a way that is altogether remote from European experience.

This poses an uncomfortable issue for European social democrats, namely whether open democratic government does not of necessity also mean open access to capitalistic interests. For what is the alternative? The American system, in which billionaires and corporations openly commit money both to politics and research, may well be preferable to the European.

The series of bribery and corruption stories, affecting the leaderships of virtually all major European countries testify to the problems of institutions that have not kept pace with social and economic change. This is the nub of the matter, rather than the moral turpitude of individuals that sells so many media stories. Again the media and the political leaders collude in attributing the defects of an

institutional system to the faults of individuals and thus hide from themselves the current democratic deficit of parliamentary democracy.

It is, in any case, now difficult to see how, in unreformed parliamentary institutions this side of the Atlantic, individuals of the necessary calibre are going to find a satisfying contribution to society through a career in politics. Pitting the average American Congressman against the British parliamentary representative is as unfair a contest as one between Citizen Kane and the Mayor of Toytown.

This, of course, only adds a chapter to the long story of American and European differences. It was Max Weber, at the beginning of the twentieth century, who extolled the effectiveness of the American politicised official compared with the pure and ineffective rationality of the German bureaucrat. If institutions are so resistant to change, are we likely to have any more success in reforming them today?

The kind of institutional analysis that will help to prize open the British system both to view and to change requires sociologists to retain an independence theoretically from the programmes of the nation-state, even as they contribute to its reform. To this extent the welcome refocussing on society that the Third Way has promoted must bring us to the point of a critical view of the relationship between state and society that is the necessary precondition for institutional reform.

For this to be possible we have to refocus our ideas of society, not just in relation to economy, but also in relation to state, culture and environment in a globalised world.

In these respects there is then nothing more self-defeating and rhetorically vain than the adoption by the intellectuals of the left of the same refrain as the one sung by the right, that there is no such thing as society. No society, no economy, culture etc. either! For these are the broad domains through which contemporary discourse flows, and none are reducible to the others. These constitute the world as we experience it today, profoundly modified by our new orientation to the globe.

The idea that there is no such thing as society appeals to intellectuals on both sides of the left/right spectrum for different, but mutually reinforcing reasons. The right wants to remove a source of challenge whenever it holds the state, the left wants to delegitimate the right's claim that society is the same as the nation-state. Each then is held in the thrall of the ideology of the other. An independent sociology asserts the autonomy of society as a real factor in people's lives.

A fine recent book by the economist Hermann de Soto, The Mystery of Capital, draws attention to a fundamental requirement of social scientific accounts of the world, namely that they affirm the reality of things we do not see. He applies this dictum to capital. Someone once said that capital is a social relation. We have therefore to apply it to society too. We don't see social relations. But they are always behind the scenes, even when our concern for the dramas of profit, power and performance lowers a curtain over the backstage realities. They cross national boundaries, but they build them too. They are the basis of economies, but equally can subvert them.

There is sufficient general understanding of the importance of society as a hidden factor to give sociologists the handle they need on the levers of power. Ever since C. Wright Mills' account of the American power elite, the importance of cliques and networks has been a staple for both a critical sociology and a story hungry press. A sociology for reform requires new approaches to reveal the invisible workings of institutions.

We need a theory of how institutions can work effectively in spite of professional loyalties, community exclusiveness, ethnocentrism, sexism and all the defects attributable to the durability of social ties. We need to identify the interests that support diversity in society rather than undermine it. In these respects capitalism can be an ally and not an enemy. The managers of the global financial institutions, in putting transparency on the research agenda of capitalism, are effectively inviting a new sociology of institutional reform.

The theory we have to develop is one that takes us from the constitution of society to its reconstitution. Giddens in his The Third Way and its Critics is resuming institutional themes that have lain dormant since 1986. We have to hope that in future, in British strategic thinking, institutions will have as central a place as economic management has had in the last decade.

The Third Way established itself as a management of society programme where the levers were a combination of supply side economics and moral exhortation. The future of progressive politics has to take a new turn to institutional reform. The American model that can help Europe is not labour market flexibility, but one where democratic institutions are close to the people and where they share in the management of society or, in the current terminology, in governance. One watchword of progressive politics has been responsibility. For leaders, as well as the led, responsibility involves behaviour in the light of knowledge as well as of values. In the new governance the people can share in the lead.

We have to hope that in future, in British strategic thinking, institutions will have as central a place as economic management has had in the last decade.

Robert Putnam in Bowling Alone, a massive documentation of the importance of social ties, suggests that the opposition between institutional reform and community vitality is a false divide. Perhaps, but even if that is the case, we need as much autonomous sociology for institutional reform as we produce to celebrate community.

The launch of sociologypress demonstrates the kind of autonomy UK sociology needs in the future to match the achievements of American sociology in the past. Under the auspices of the British Sociological Association, sociologypress has a programme to publish monographs by sociologists that do not appeal in the first instance to big commercial publishers, to the demands of government or mass publishing. It will thus be in a position to reveal the workings of institutions and the potential for progressive change.

We are grateful for the support from our American colleagues for this enterprise. I hope it may in turn encourage them to extend their interests to the global society beyond national boundaries. Together we may then look beyond the Third Way to its successor, the new democratic theory of society, whatever shape it might take.

Martin Albrow is Fellow of the Woodrow Wilson International Centre for Scholars, Washington DC and Research Professor in the Social Sciences, University of Surrey Roehampton. His most recent book is Sociology: the Basics (Routledge).

PLAGIARISM IN SOCIOLOGY ...P.20

INVITATION TO COMMENT

These draft guidelines are also available on our website:

www.britsoc.org.uk/about/author.htm

At present, the BSA has no guidelines for authorship. The Equality of the Sexes Committee has drafted those published below which are designed to complement existing guidelines for good professional conduct (www.britsoc.org.uk/about/profprac.htm) and the BSA statement of ethical practice (www.britsoc.org.uk/about/ethic.htm). The committee intends to run a workshop on authorship at the next BSA conference. We would welcome any comments on these draft guidelines.

Please send any comments on these guidelines to Judith Mudd at the BSA Office within a month of Network's publication.

DRAFT BSA AUTHORSHIP GUIDELINES FOR ACADEMIC PAPERS

Background

Sociologists publish their research for a number of reasons. They may wish to inform policy, increase debate amongst colleagues and feed back findings to participants. However, publications are increasingly vital for research and lecturing careers. Assigning appropriate authorship is an important part of good research practice. To date, there has been more discussion about guidelines for authorship in the medical, biological and physical sciences than in the social sciences (Macintyre 1997). Problems arise when different contributors have different expectations of who should (and should not) be included as an author, sometimes because of different conventions in different disciplines or because of differences in seniority and changes in conventions over time. In practice, postgraduate students, junior research staff and those who are no longer employed when a paper is written (often contract research staff) are most likely to be disadvantaged when authorship is assigned (Digiusto 1994).

Two particular problems have been highlighted: honourary authorship (named authors who have not met authorship criteria) and ghost authorship (individuals not named as authors but who have contributed substantially to the work). A review of peer-reviewed articles in medical journals found that 19% had evidence of honourary authors and 11% had evidence of ghost authors (Flanagin et al. 1998). Unequal power relations may influence this process. Junior researchers may feel pressured to accept or assign honourary authorship because they do not want to offend their bosses who have substantial power over their future career, they need to increase their publication list quickly in order to secure their next job or because they believe that including more experienced colleagues as authors will increase their chances of publication.

Other common reasons for honourary authorship include repaying favours, encouraging collaboration and maintaining good working relationships (Bhopal et al. 1997). Ghost authorship may come about because of differences in the criteria that junior and senior researchers use to define authorship. Junior researchers may put more emphasis on having done practical work, while more senior social scientists may put the emphasis on ideas and data interpretation. Therefore, there may be conflict between the views of junior researchers who have gathered data (particularly qualitative data where analysis is ongoing) but have been forced to move onto a new project as funding has run out, and senior researchers who have drafted the paper.

Using the guidelines

These guidelines are intended for use by all BSA members. They should be used by Heads of department as a basis for departmental discussions and decisions about institutional policy and practice on authorship. Heads of department should also bear in mind that the relative power of different members of the department will influence how guidelines are interpreted. Senior researchers, supervisors and chairs of research committees can use these guidelines to discuss models of authorship at an early stage in research projects. Postgraduate students and junior researchers can also use these guidelines to initiate a discussion about authorship, particularly if the subject has not been raised by their supervisors. Different guidelines may also be required for more theoretical papers and review articles.

General points

1) Authorship should be discussed between researchers at an early stage in any project and renegotiated as necessary. Where possible, there should be agreement on which papers will be written jointly (and who will first author each paper), and which will be single authored, with an agreed acknowledgement given to contributors. Many disputes can be avoided by a clear common understanding of standards for authorship (especially in multi-disciplinary groups). A record should be made of these discussions. Early drafts of papers should include authorship and other credits to help resolve any future disputes.

2) Students should normally be the first author on any multi-authored article based on their thesis or dissertation. "Students should be aware of their rights...to publish papers independently of their supervisors. Where students are working as part of a larger project team, or where joint supervisor/student publications are proposed, questions of intellectual property rights should be carefully considered" (BSA guidelines 1996).

3) More senior BSA members are encouraged to give more junior colleagues opportunities to be first author when appropriate.

4) If disputes cannot be settled by the authors, there should be some mechanism within departments whereby a third party can arbitrate.

5) Departments should have an authorship policy included in staff manuals and make sure that new (and existing) staff are aware of them.

Attributing authorship

Authorship should be reserved for those, and only those, who have made significant intellectual contribution to the research. Participation solely in the acquisition of funding or general supervision of the research group is not sufficient for authorship. Honourary authorship is not acceptable.

1) Everyone who is listed as an author should have made a substantial direct academic contribution (ie intellectual responsibility and substantive work) to at least two of the four main components of a typical scientific project or paper:-

a) Conception or design
b) Data collection and processing
c) Analysis and interpretation of the data
d) Writing substantial sections of the paper (e.g. synthesising findings in the literature review or the findings / results section)

2) Everyone who is listed as an author should have critically reviewed successive drafts of the paper and should approve the final version.

3) Everyone who is listed as author should be able to defend the paper as a whole (although not necessarily all the technical details).

Order of authors

1) The person who has made the major contribution to the paper and / or taken the lead in writing is entitled to be the first author

2) Decisions about who should be an author, the order of authors and those included in the acknowledgements should usually be made by the first author in consultation with other authors.

3) Those who have made a major contribution to analysis or writing (ie more than commenting in detail on successive drafts) are entitled to follow the first author immediately; where there is a clear difference in the size of these contributions, this should be reflected in the order of these authors.

4) All others who fulfil the criteria for authorship should complete the list in alphabetical order of their surnames.

5) If all the authors feel that they have contributed equally to the paper, this can be indicated in a footnote.

Decisions about acknowledgements

All those who make a substantial contribution to a paper without fulfiling the criteria for authorship should be acknowledged, usually in an acknowledgement section specifying their contributions. These might include interviewers, survey management staff, data processors, computing staff, clerical staff, statistical advisers, colleagues who have reviewed the paper, students who have undertaken some sessional work, the supervisor of a research team and someone who has provided assistance in obtaining funding (Macintyre 1995).

Other suggestions:

* Some journals require authors to sign a statement justifying authorship and specifying the actual contribution of each author. Some departments also require authors to do this for papers submitted to any academic journal.

* Digiusto (1994) has suggested a points system in order to evaluate contribution to publications in order to decide who merits authorship and in what order.

* The British Medical Journal now lists contributors in two ways. They publish a list of authors' names at the beginning of the paper, then list contributors (some of whom may not be included as authors) at the end of the paper, giving details of who did what. One or more of these contributors are listed as guarantors, which means they are prepared to take public responsibility for the paper as a whole. (See www.bmj.com/advice/3.html).

*The Committee on Publication Ethics (COPE) was set up in 1997 by a group of biomedical journal editors. Part of its remit is to formulate guidelines on good research and publication practice and to advise journal editors on publication and research misconduct, including disputes amongst authors. (See www.bmjpg.com/cope/cope.htm)

Acknowledgements

These guidelines were developed by the BSA Equality of the Sexes committee. They draw heavily on the guidelines developed by Sally Macintyre at the MRC Social and Public Health Sciences Unit (which in turn draw on those produced by the International Committee of Medical Journal Editors) and the guidelines for co-authorship between faculty and graduate students developed by the Department of Sociology at the University of Pennsylvania in 1999.

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network

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Please do not hesitate to contact either Paul Kennedy:
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The Workshop was established in 1980 offering careers and 'A' level based courses to young people. Since then we have helped guide over 100,000 young people in their choice of career. All our courses are held at respected Universities and involve the delegates staying on campus for at least one night, giving delegates the chance to sample university life at first hand.

The Sociology Conference demonstrates that modern sociology is a dynamic discipline whose scope genuinely embraces the whole of human society. Whilst showing what sociology has to offer both as a subject and as a potential degree, A-level and A/S level students will also benefit as many topics have been selected for their relevance to those studying the subject at school or college. The cost of the course is £46.50, for further information please telephone Kathryn Bristow on (01726) 816058.

ASA Conference, Washington, DC, August 12-16 2000

Oppression, Domination and Liberation: Challenges for the 21st Century' was the title of the American Sociological Association conference for 2000. Held in Washington, DC, it promised to provide a forum for presentation and discussion of current and future social developments and problems, in an urban environment which itself represents many of these features. According to the ASA website:

'Washington, DC is a place of much diversity and many social linkages, changes, and transitions. It is the location of continued racial and class inequality etched in the physical face of the city, with its distinctive quadrants dividing people of different backgrounds. And, yes, it is a place where full citizenship and democratic representation are still denied to its residents.'
(www.asanet.org/footnotes/jan00/fn02.html)

I attended the conference as a postgraduate student with an interest in international sociology. The week provided me with much to think about. The papers, which were generally of a high standard, tended to fit rather rigidly into two set forms: either highly quantitative, using multivariate regression analysis of data gathered elsewhere, or completely ethnographic and often personal, with few references to theory. It struck me that some middle ground needed to emerge, particularly in the light of sociology's need to communicate more effectively to a wider audience. (Network 75: 3, Network 74: 32) Many of the sessions, mine included, ended with agreement that more theory had to be built which could accommodate the encouraging consensus between participants on the relevant issues. Globalisation was a major element of the proceedings, and it was interesting that here in the home of the World Bank and the IMF, few were prepared to accept uncritically many of the notions underlying international policy.

My paper on Russian development seemed to be taken seriously, but it was clearly a PhD 'work in progress' up against more established studies. Plenty of comments and encouragement were given, without condescension. Several very useful contacts were made, particularly in regard to possible journal publication. I would recommend British PhD students to submit papers directly to session organisers when next year's conference is being prepared. A couple of my colleagues were less happy with the 'Student Sessions' - typically roundtable affairs, occasionally marred by incompetent timekeeping on behalf of the referee.

Perhaps the most encouraging and stimulating aspect was the size of the conference and the level of interest - it even got a mention on the local radio. The status of sociology in the US seemed higher than in the UK. The ASA booked two giant hotels and the attendance approached 5,000. Or perhaps this says more about the scale of US conference organisation - I heard someone on the hotel shuttle-bus talk about a '5-hotel conference' earlier in the summer! I missed the sessions on race and ethnicity (of which there were many) and the family, but what I did see - mostly economic sociology and globalisation, was definitely worth attending. The conference confirmed my impression that US sociology offers much - if people can just do more to bridge the quantitative-qualitative divide, and create more theory from the often excellent data gathered.

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SOCIOLOGY IN RUSSIA

Alexander Nikulin

The formation of sociology as a science in Russia took place in the last quarter of the nineteenth century. At this particular time narodnik (populist), liberal, Marxist and conservative theoretical-sociological concepts were elaborated in detail and the first empirical studies by zemstvos (provincial administrative assemblies in prerevolutionary Russia) were also carried out. By the beginning of the twentieth century the whole spectrum of original sociological theories was being developed, some of them connected with the names of P. Sorokin, A. Chayanov and N. Kondratyev, which were to achieve international importance later.

Sociology in imperial Russia was under constant administrative pressure from the state. It is enough to mention that even Auguste Comte for a decade was a forbidden author in Russia. Many Russian sociologists paid for their beliefs by spending years as convict settlers, unable to have their work published.

The dramatic events of revolution and civil war in 1917-1922 resulted in the recognition of Marxist Sociology as the main official sociological doctrine in Russia. In the 1920s Russian sociology had much opportunity to develop quite variously and deeply. During this time almost all famous western social authors were translated and published in Soviet Russia, in particular Max Weber. A wide range of empirical research was carried out under the management of the Central Statistical Department. The most original Marxist theoretical works, connected with the names of Lenin, Trotsky, Bukharin and Preobrazchensky, also came in the 1920s.

The situation fundamentally changed at the beginning of the 1930s, when Marxism in Stalin's version of historical materialism became the absolute theory and all other trends of social thought were exposed to severe criticism, reprisals and oblivion. In this period the term "sociology" became a word of extreme abuse. Practically all empirical research was completely stopped.

Khruschev's liberal period (so called "ottepel"), from the second half of the 1950s to the end of the 1960s, opened a chance of renaissance for sociology in Russia. The use of the term "sociology" was officially authorised again under the condition that historical materialism ("the senior brother") had a monopoly on ideological and theoretical aspects of sociological knowledge, while sociology ("the younger sister") was allowed opportunity to deal with empirical and applied aspects of social knowledge. Nevertheless, despite the continuing ideological, censorial and administrative restrictions, the period of the 60s has appeared to be extremely fruitful for Russian sociology. During this time research was carried out under the management of V. Yadov, G. Osipov, Y. Levada, I. Kon, V. Shubkin, B. Grooshin, T. Zaslavskaya and R. Ryvkina, and works which still remain fine models of sociological research in Russia were published. Works of western authors began to be published again.(1)

The definitive institutionalisation of Russian sociology was established in the "ottepel" period. The Soviet Sociological Association was created, and large sociological research centres in Moscow, St. Petersburg and Novosibirsk came into being. The specialised journal "Sociological Studies" began to be issued. But from the 70s and up to Gorbachev's perestroyka sociology in Russia entered an unfavourable stage of development again. In Brezchnev's period sociology was perceived as a potential base for dissent. Therefore many lines of sociological research contracted at this time and a number of outstanding sociologists faced various kinds of obstacle in their researches.

Only since the end of the 80s with an approach to pluralism, has Russian sociology for the first time during its entire history gained the opportunity to develop without constant ideological-administrative intervention by the state.

However the development of sociology even in post-soviet Russia also appears quite dramatic. On the one hand, democratisation of Russia has promoted the development of sociology. As a result, while in Soviet Russia there was only one specialised sociological journal, there are tens of journals on sociology now. Some of these journals are at a high academic level (2); and while in 1990 there were only two faculties of sociology at Russian universities, there are twenty-four ten years later. A lot of non-governmental sociological research organisations have been established. The boom of translation and publication of classical western sociological literature began in post-soviet Russia. Besides, a huge amount of sociological literature written by Russian scientists is also issued. Scientific seminars and special conferences on educational sociological textbooks are held. Russian scientists now have the opportunity to travel abroad freely for contact with their foreign colleagues, and to arrange joint research projects. A number of Russian funds, but more importantly foreign ones, help sociology through significant sponsorship support.

On the other hand, Russian sociology has tremendous material and intellectual difficulties. Like all other science in Russia, sociology was traditionally a branch of the state subject to public management and financing; but the state has now cut its science funding to only a quarter of Soviet period levels. Salaries of scientists including sociologists are extremely small; for example, a professor's salary is approximately 1.500 rubles (38 pounds) per month. The state, moreover, gives practically no finance for fundamental sociological research, even less than was the case in Soviet Russia of the1960s-80s. Russian market and political structures basically finance only tactical research in the field of marketing and pre-election campaigns. All this results in the fact that many talented scientists simply leave the area of academic sociology for business and politics. The extensive growth of sociological institutes has not been accompanied by adequate administrative and staff reorganisation. For example, teaching at newly opened faculties of sociology at provincial universities is conducted, as a rule, by former communist lecturers of historical materialism who mechanically and dogmatically repeat the general elements of their sociological theories.

A number of fundamental discussions have been conducted about the paradoxes and problems facing sociology in Russia. These discussions have been concerned to evaluate the historical heritage of Russian sociology; to develop theory and the directions of empirical research towards adequate reflections of the features of modern society; to clarify the role of the sociologist's profession in modern Russia; to consider the significance of western experience for understanding the problems of Russian society; and to analyse the problems of the mutual relations between the state and sociology in Russia.

In respect of the historical heritage of Russian sociology, the central point of

discussions here is a problem of "continuity" and "breaks" of sociological knowledge (3). To what extent was Russian sociology only a reflection of western sociology and to what extent was it original in its development? Again, was there an absolute break of continuity of sociological tradition in Stalin's epoch so that Soviet sociologists of the 60s had to begin all over again, or is it possible to speak about a transmission of sociological knowledge even through Stalin's epoch?

The other painful theme for reflection by Russian sociologists has been absence of a stable sociological theory, both in the world and in Russia, which may provide the basis for systematic and integrated comprehension of society. Max Weber noted as peculiar to Russia "the belief in 'the system' and the importance paid to general theory (4). That may be why there are no sociologists in Russia who share a postmodernist world outlook, except for a narrow circle of young sociologists at the European University of St.Petersburg and a few intellectual Muscovites who work in American universities from time to time. The core of the sociological community of Russia treats postmodernist ideas sceptically (5). At the same time, however, scepticism is universal in Russia toward Marxist sociological theory as well, especially among the young generation of sociologists.

The "unsystematic character" of post-modernism is opposed; but so equally is Marxism's authoritarianism, which met crushing failure in the Soviet Union and so has made the majority of Russian sociologists intellectually allergic to it up to the present moment. Greater interest is now shown in structural functionalism, phenomenological sociology and, recently, action theory (6). It is worth noting that interest in structural functionalism is quite strong among the young generation of sociologists, graduate and post-graduate students. Nevertheless, none of the above mentioned theoretical trends now is seen as a base for systematic comprehension of post-soviet society. There have been many appeals to create a new grand theory for Russian sociologists, but so far there are no results to this. In the meantime theoretical disputes continue: whether there should be just one general theory, or rather some particular ones; and to what extent such theory should be specifically Russian or universal. One special theme of discussion concerns what the profession of a sociologist should be in modern Russia. In the sociological community there are appeals for universities not to produce "sociologists in general" but rather specialists in particular fields. For example, R. Ryvkina emphasises the following possible specialisations among sociologists - analysts, applied sociologists, sociologists of methodology and sociologists of organisation (7).

During the 1990s there was wide discussion of the importance of western help in the field of social sciences in Russia. On the one hand, it was admitted that such help promoted significant transformation of the sociological discipline and education for it in Russia. The programmes to change university and secondary education in Russia have been developed by means of western grants. Special Russian-western educational and research structures have been created. A couple of postgraduate universities and sociological research centres, the Moscow Higher School of Social and Economic Sciences and the European University in St. Petersburg, have become powerful centres for distribution of modern western educational programmes and research techniques in Russia. During the 1990s a whole series of joint Russian-western research projects have been realised. On the other hand, critical comments of a nationalist character are made against western support in Russia. Two main points of criticism can be summed up as follows. Western help is extremely utilitarian and pragmatical of purpose, and is biased in the interests of the West. In any case the scale of western help is insignificant by comparison with the actual needs of the social sciences in Russia. Nevertheless, it is necessary to admit that, without western help in the conditions of the crisis in the 90s, Russian sociology would hardly have been able to produce on its own those several hundreds of well educated young sociologists, up to 40 years old, who are now beginning to determine the directions of Russian sociological research.

Finally, the question of relationships with the public authorities still remains the central one for Russian sociology. For the first time in the history of Russia the authorities allowed freedom of research to scientists in the 1990s, but at the same time they showed indifference to the conditions and results of their work. Except for help towards studies of public opinion in connection with the political and economic situation, the authorities do not support any sociological projects and programmes to investigate the dramatic transformation of Russian society (8).

LITERATURE:

1. For detailed characterisation of Russian sociology of the 1960s see the book "Soviet sociology of the 60's in memories and documents" M. 1999. The editor and compiler is G.S. Batygin.

2. The most significant journals in Russia are: "Sociological Journal" Moscow, issued since 1994, "Sociology and Social Anthropology Journal" St. Petersburg, issued since 1996, "Questions of Sociology", M.

3. See the polemic of A. Zdravomyslov against Batygin's concept in A. Zdravomyslov's article "About the fate of sociology in Russia", Sociological researches. M. 2000 N3 pp 136-143.

4. Weber M. "On the condition of bourgeois democracy in Russia", Russia: experience of revolutions and present. M. 1998. p. 11

5. On representatives of post-modernism in Russian sociology, see for example, V.Volkov and B. Kapustin.

6. The ideas of Z. Bauman and P.Shtompki as representatives of Action Theory are now well known and popular in Russia.

7. Ryvkina R. Paradoxes of Russian sociology a Sociological magazine. M. 1997 N3-4, with 197-208

8. See an introductory article by V. Yadov about the mutual relation between authorities and sociology in Russia in the book "Sociology in Russia" M. 1998.

The editors have made some minor linguistic amendments to the original (English) text of this article.

Alexander Nikulin is at The Moscow School of Social and Economic Sciencies.

Whose Line is it Anyway?

Power, Patronage and Plagiarism in Sociology

As a naive graduate student I believed that academic sociologists were driven by an insatiable curiosity to demystify the social world. They put up with all sorts of privations just so they could find out more about this strange world of ours. They also endured endless supervisions with doctoral students as they altruistically wanted to help others to participate in this magical voyage of discovery. Since becoming a university lecturer I have become a little more skeptical of this rosy image of the sociologist, in part because I, like many others I have spoken to have come across numerous senior academics whose mode of working seems light years away from this idealised image of the sociologist. Common to these accounts is how these established academics have represented the work of their junior colleagues, researchers or doctoral students as if it is their own. These are sociologists who have presented papers at conferences and submitted articles for publication which uses the work of their junior collaborators yet the contribution of these colleagues and students are either inadequately acknowledged or omitted all together.

Trying to establish the scale of this problem of plagiarism in sociology is not easy- there seems to be little research directly on the issue- though as the recent BSA guidelines show such matters have been discussed much more widely in other disciplines such as the medical sciences (BSA Equality of the Sexes Committee, 2000). And, as the guidelines suggest, almost one in five articles published in peer-reviewed medical journals credited senior academics as authors when in fact they made little or no contribution to the paper (Flanagin et al 1998). The key question here then, is sociology any different? However, the difficulty with trying to assess the scale of this problem of authorship is that many people are loath to talk openly about their concerns because of the 'sensitive' and 'political nature' of authorship issues. In most institutions it seems there are few guidelines or explicit discussion of authorship.

To explore the issue in more detail (if rather unscientifically) I spoke to ten different colleagues who had worked in seven different university sociology departments over the past eight years. Of these six had spoken of their experiences in four different universities which had given them concern about authorship issues. One individual, who was a PhD student at the time had found aspects of their literature review reappearing in their supervisors published articles without any acknowledgement of their work. Others spoke of how their supervisors had persuaded them that sections of their doctoral thesis could be used for publication yet their supervisor appeared as the first named author. Others had been asked to analyse interview transcripts as part of an assessment for a research methods module. These analyses were then used by the module tutor as a basis for subsequent papers, but these papers failed to credit the earlier analytical work of the graduate students. Others had been employed as contract researchers where the senior academics insisted that as leaders of the project their names would be credited first on publications irrespective of their actual input into them. In some instances the researchers had been the sole author of the paper, receiving no editorial support from the senior academic yet it was this senior academic's name which appeared first on the published article. There were also cases when researchers had prepared conference papers and then these were presented by the senior academic as if they were the lead author. One respondent spoke of her time as a junior academic involved in a collaborative research project and where she had a role as an interviewer and manager of the fieldwork. Here the senior academic insisted their name appeared first on any publications, despite having a minor input into their creation. Moreover in this case, the senior academic also insisted it was they not the interviewer who owned the interview transcripts. This case is all the more disturbing in that the junior academic was instrumental in drafting the research proposal and then securing the funding for the project. They were then 'not just a contract researcher' but a key member of the research team.

A key concern is that such experiences can be destructive for they can have a dire effect on the morale of the junior staff concerned. Many of those I spoke to felt aggrieved that their contribution to the research process was hidden from view. The academic community was unaware that behind the well-known faces of the senior sociologist lies a small invisible army of junior staff who are actually doing the work. And worryingly many of these junior staff are women. There is then a real gender issue within the concern with authorship. A key sentiment expressed by these junior staff was the sense of isolation and powerlessness they felt as researchers, doctoral students and new academics. A number had even considered changing careers as a result of these problems. A major difficulty for these people was that they were unhappy over authorship yet they were unaware of how to improve the situation and lacked support and guidance from colleagues and the university. After all, the senior academic is in a position of authority as a supervisor of a doctoral student or as leader of a research team. The senior academic has the prior reputation as an author of repute so why would anyone believe a junior staff member that tried to criticise such a reputation? The senior academic also has the contacts and reputation to help secure further contract work for the researcher, or the first lecturing job for the doctoral student - patronage in academe is essential if one is to get on. To raise questions about the working practices of these senior academics risks the loss of this valuable patronage. The senior academic it seems holds all the cards and thus such practices are seldom challenged.

The people I interviewed came up with various explanations for how they found themselves in such a difficult position. Almost all said that there were no discussions or agreement of authorship with the senior academics at the beginning of the research process. Thus most were unclear about these matters throughout the research process.

For some of the contract researchers they had been persuaded by the senior academics argument that they were the employer and therefore had the right to be included as authors on all papers produced during the research. For some they endured the situation as it was seen as a 'rite de passage' in the career of a doctoral student. To be asked to 'work with ones supervisor' was recognition that ones work was now of a publishable quality. In some sociology departments we have therefore the bizarre situation where some doctoral students feel aggrieved that there work has not been plagiarised yet by their supervisors-to be plagiarised is surely a sign that ones work has now met the gold standard of being publishable!

Although the interviewees were unhappy at their situation some did try and understand events from the position of the established academic. Some spoke of how they could appreciate the actions of very busy professors who simply do not have the time to master new literatures, play an active part in the writing process and

simultaneously manage several different research projects. One could understand the practice of honorary authorship therefore in the light of the workloads that senior sociologists now face. The less sympathetic however suggested that problems of authorship had come about as a result of the unbridled ambition of the senior academics they were working with. Having gained their professorship by there 40s they were now keen to further their reputations in the few years that were left to them. Others spoke of how they felt that the senior academic behaved as they did simply because these were egocentric individuals who enjoyed being in control. Behaving like an autocratic employer was the way in which they could have complete control over the research process from beginning to end.

My unease about the behaviour of some established sociologists (and thankfully it is only some) is that it is so at odds with the public face of sociology which is very much about enlightened and democratic working practices. But then should we expect academic life to be any different from other occupations? The abuse of power and bullying at work seems to be on the increase more generally and this trend it seems is also reflected in academic life (Savva, 2000). But surely we should expect higher standards from sociologists than from other occupational groups? If as a discipline we spend a large part of our time investigating social divisions and inequality and the discriminatory practices which often underpin these then we are ideally placed to put such knowledge and reflexivity to practice in our daily lives? This however seems to be too much to ask of some.

Most of the examples cited by my interviewees would contravene the new BSA guidelines which have been established to tackle the two problem areas of authorship, namely that of honorary and ghost authorship. The former being where senior academics can be credited as authors because of their position of authority and power and not because of their actual input into the research process. The latter being where junior staff, though contributing to the research process often fail to be credited as authors because they may had a short-term role in the research process and lack the power to ensure they are credited as authors. It is also interesting to note that the guidelines refer to the key problem which runs through most of the cases I have heard about. This is where senior staff justify their inclusion as authors as it was they who developed the research proposal and were instrumental in obtaining the funds to undertake the project. Here the guidelines are quite explicit where they state that, 'participation solely in the acquisition of funding or general supervision of the research group is not sufficient for authorship. Honorary authorship is not acceptable' (BSA, 2000, p3). In order to prevent authorship problems the guidelines suggest that university departments and senior staff have a responsibility to discuss such matters at the onset of any research. The guidelines also give advice on how to assess authorship claims. To be credited as an author of a paper the guidelines suggest that each person should have contributed to at least two of the key areas of the research process such as design, data collection, data analysis and the writing of papers. Authors should also have been involved in the review of drafts and be able to defend the key arguments of the paper. And crucially the ordering of authors should be based on an assessment of who has made the most substantial contribution to the research.

These guidelines must surely be welcomed. Hopefully they will go some way to preventing the sorts of problems my interviewees have experienced. However, the weakness with most guidelines is how they are interpreted and applied and their usefulness in a multiplicity of different authorship scenarios. For example can these guidelines help in the growing number of cases where doctoral studentships (and the research and writing that goes with it) are linked to larger research projects. In these scenarios we have on the one hand students who wish to retain authorship over their thesis chapters and on the other directors of research and supervisors who wish to use these papers for the larger research project. Furthermore, how easy is it to assess the relative contributions of different participants in the research process if the research was conducted over several years and involved various groups of researchers? With the cases discussed above most of the senior academics would still have little problem in justifying their inclusion as authors because of their particular interpretation of the BSA guidelines. If one drafted the original research proposal surely this means that one has been involved in conception or design? If one has reviewed and commented on drafts of papers then this also could be understood as contribution to the writing process. The senior academic in this case has made a contribution to at least two key areas of the research process and should therefore be credited as an author.

Perhaps sociology is different from other occupations in that the majority of sociologists I spoke to have had productive and enjoyable relationships with their supervisors and senior colleagues. Nevertheless to find just a few instances where junior colleagues are being exploited by senior staff is for this author far too many. If the new BSA guidelines ensure that authorship issues are discussed more openly by sociologists and can thus help prevent these difficulties arising in the future then this will be a first and important step in the right direction.

A BSA Member

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Savva, C. (2000) Bullying at Work, in the Lecturer, newsletter of the National Association of Teachers in Further and Higher Education, October, p3.

Network is keen to hear from readers who may themselves have experienced authorship problems. Please contact Debbie Brown at the BSA office. All replies will of course be treated in the strictest confidence.

Marisa Lincoln looks back at a dysfunctional workplace where she used to teach Sociology

I remember that Spring day in 1992 when I went to a vibrant in-service workshop for sociology teachers. The resources both verbal and material were very helpful and generous. They were meant to assist teachers of sociology-based Access modules. This was when I was first introduced properly to BSA and urged to become a member. The spirit of fun mingled with a goodwill intent to fulfil and, if necessary, critically evaluate the modular descriptors contrasted very sharply with the confusion and consternation I was to experience in further education much later.

I first started to teach 'A' level Sociology in 1989 as part of the University of Edinburgh extra mural programme. Most students were likely to be over twenty five years, very keen and communicative though not necessarily wise in the ways of following strictly the requirements of an 'A' level syllabus. Nevertheless, slowly but surely, sensitive guidance led them to the realisation that what they wanted to say about society had to be fitted neatly into an existing format and agenda; and crucially that the main thrust of their sociological knowledge had to come not exclusively from an exegesis of their own social experiences but from a wider collection of sociological writings by approved sociologists. Teaching Sociology at GCSE level was an entirely different experience.

> But outside the classroom, staff discontent seeped into the system like poison, killing off potential, be it that of the

Here students were likely - though not necessarily - to be younger. Considerably less academic maturity is required to obtain a good pass for this examination. Students found the subject largely interesting and were more prepared to accept text book assertions than to apply critical scrutiny.

I started as a bone fide teacher enthusiastic and keen to allow students' potential to be developed fully. Sociology in the classroom was a stimulating experience. As time wore on, my teaching assignments grew to encompass both GCSE, A level, Access as well as HNC modular courses. Within two or three years I was writing courses for HNC, GCSE and A level in Open Learning unit form.

Teaching Sociology in FE can be extremely fulfiling. The majority of students are likely to be mature with a lot of relevant experience and diverse ways of expressing their point of view. Although in Scotland, students can substitute Higher Modern Studies for Sociology, it remains a popular subject for those aspiring to entry into university. Crammed as it is into one academic year, this two year course carries less of a global dimension then its Scottish counterpart. Yet there is much sociological depth to be covered between September and May each year. My initial years of teaching Sociology were largely fruitful both for me and for my students. In later years, I began to teach Sociology on an Open Learning basis. This required the creation of Open Learning units as well as a system of administering the course to distant students. Although the College had an overall Open Learning co-ordinator, her responsibilities excluded the writing, collating and dispatching of course units. In addition this meant constant communication with Open Learning students by phone or letter or even face to face. Although the list of unpaid tasks was endless, I found the work itself very satisfying.

But outside the classroom, staff discontent seeped into the system like poison, killing off potential, be it that of the aspiring student or the budding lecturer. The sense of freedom and empowerment which good Sociology can generate was too much of a cross to bear to others who had long ago enclosed themselves within walls of fear. Some staff believed their jobs were constantly under threat and that smart and confident newcomers needed to be taught a lesson about who exactly was running the show. The 1993 changes in the status of FE colleges seemed to have created a strong political environment which instilled fear, suspicion and mistrust. After incorporation, FE colleges easily became unprincipled jungles where blind opportunism and exploitation became the order of the day. Yet the polished approach and pleasant smiles of its personnel meant that no outsider could possibly suspect the inner turmoil.

As the epidemic of fear reigned supreme, some staff took to performing a number of undesirable political manoeuvres - often without considering the possible consequences on themselves or on their students. Gradually my understanding of college as a government funded institution servicing a tax paying public dissolved. This image was replaced by a cash starved bureaucracy seeking drastic short term strategies to squeeze out as much work, for the least amount of pay from lecturing staff and without any regard whatsoever for the consequences of such harsh measures on staff or students. On top of this, the likely solution to the lodging of any reasonable complaint was to threaten with disciplinary or other drastic action. Because the number of lecturing staff on temporary contracts was on the increase, it helped to keep both permanent and temporary staff in place. Both could be used by management to oust the other. There seemed to be no ruling as to who ought to teach what. Common sense would have us believe that staff would teach

> The 1993 changes in the status of FE colleges seemed to have created a strong political environment which instilled

the subject area they are qualified in. But in FE, expertise is seen as a form of power - a force which the college management could ill-afford. Under the new regime of blind and ruthless cost cutting measures, expertise in any field was usually by-passed unless it could be shared with several others. This way, experience and specialised knowledge ceased to be the lecturer's forte. Consequently, the recruitment and 'letting go' powers of the college budget holders increased manifold.

Following incorporation in 1993, some colleges followed the path of maximum resistance. Skill, qualifications and experience came to be regarded as too expensive whilst newly appointed and inexperienced staff were taken on to reduce the budget deficit. The easy availability of graduates willing to accept temporary, part-time contracts meant that the more experienced lecturers, whether male or female, permanent or temporary, were continually threatened by a continuous stream of available substitutes who could easily take over any of the courses, irrespective of their expertise or lack of it, if it was so deemed by management. Management seemed to have an endless stream of willing temporary part-time novices either aspiring for a career in teaching or willing to test out what it was like. Experience became not only unimportant but too expensive for FE Colleges to finance. Lecturers could be controlled by depriving them of job security and by ensuring a steady

flow of candidates willing (usually unknowingly) to encroach on their individual teaching programme.

Within such a culture of fear, teaching staff were damned if the teaching was not up to scratch and similarly damned if it was excellent. Messing up (usually assisted by sabotage) or getting too smart was one sure way of making oneself unpopular. Teaching staff completing higher degrees were regarded cynically.

> Within this regime which seemed to be like the Mafia, the Gestapo and the old Kremlin rolled into one, dark

For some managers, research carried no import whatsoever and was often seen as a futile exercise in a hopelessly futile state of affairs. Committed lecturers would be working against the grain and apt to lose out not only their career but their health and sanity as well. Within this regime which seemed to be like the Mafia, the Gestapo and the old Kremlin rolled into one, dark conspiracies abounded. Principled management belonged to another world, perhaps a different universe. Any reasonable complaint unfailingly led to a worsening of the situation. At whatever level of the hierarchy one made one's appeal for help - it simply made things worse for the complainer. Even when personnel acted as if they were listening sympathetically, one was left with the feeling that they would forget all that was exchanged once you left their presence. Nothing was done. No action was taken. One was left at the mercy of rampant hooliganism. Despite written rules and the production of a complaints form, the complaints procedure was ineffectual: at best, it was discouraged by human resource staff themselves and, at worst, the complaints procedure was seriously obstructed.

The training one had received at university to develop one's critical faculties was killed off by a peculiar brand of managerialism - one which was unable to inspire and support those whom it managed. Yet effective Sociology means students are encouraged to assess and crucially evaluate a social situation. But under the Gestapo conditions of the 1990s, this became a hopelessly pointless exercise. There was a lack of appreciation of the value of education itself. The system seemed to be losing it's way and steering deeper and deeper into moral bankruptcy. Instead of using the sociology syllabus to raise consciousness, it easily became a perverse tool with which to illustrate the workings of sexism, racism, crime and workplace dysfunctions in our society. Indeed teaching the subject itself became an almost pointless exercise. It either became an exercise in hyper hypocrisy or at any rate one whose text books depicted an unreal world. Such a situation allowed for the pretension on the one hand that we live in an open society yet on the other knew that we do not. If the spirit of educational institutions is meant to be one which fosters self-development and the discovery of one's potential, Further Education was not the place to be and that goes for students as much as it goes for teaching staff.

When I was doing it, it was a good four or five years ago - right in the midst of squeezed budgets and other financial constraints. The extent to which one department or one college or one region is worse than the other is not for me to say. I am not aware of any studies having been made which broach these

> covert sexism is a very tame complaint compared to the atrocities I witnessed

serious issues. For example, that there is widespread sex discrimination in educational institutions is well known both statistically (Sexism in Sociology in Women's Caucus Newsletter, October 1999) and experientially. Women are systematically underpaid at every level of academia. "The higher one climbs in terms of pay and job prospects the worse the discrimination gets and academic women are more likely to be in less senior posts and on fixed term contracts" (Sexism in Sociology in Women's Caucus Newsletter, May 99) . But covert sexism is a very tame complaint compared to the atrocities I witnessed.

Another aberration in practice was that part-time lecturers were persistently denied full-time contracts yet full-time lecturers were regularly offered over-time. Such was the way in which the politics of greed replaced the politics of prudence. Again, part-time staff whether temporary or permanent could occasionally get a bigger work load than full time teaching staff. Yet whilst full time staff may have been asked to teach three or four similar classes in a given week, part-timers were likely to get an assortment of courses to top-up their contract. The teaching of such ad hoc and disparate courses meant a much heavier work load for part-timers.

And who is to blame for all this? Everyone and no one in particular. Stressed people, be they staff, management or board members do not find the time to stop and reflect. We just go on expecting the future to be the same as the past despite the glaring upheavals of the present. When the rules of teaching no longer bear any connection with the education game, we can confidently say that we have truly lost the plot ... all the way.

The writer of this article is not aware that things have changed much since she quit teaching in FE. and would like to hear from anyone who wishes to contribute any approving or challenging comments.

Marisa Lincoln

In the next issue:

Sociology and Marketing?

2001 Philip Abrams Memorial Prize Nominees

Sociology: An Australian Perspective

..continued from page 9

Provisional Timetable:

Coffee and welcome 11.00

Paper Session One 11.15 am - 12.45 pm

1. Can 'subcultures' cross cultures? Anglo-American theory meets Russian youth cultural practice' Hilary Pilkington, University of Birmingham.

2. 'Gothic Metal: A Journey into the Melancholy of the Extreme Metal Scene', Jeder Janotti.

Lunch 12.45 pm - 1.45pm

Paper Session Two 1.45 pm - 3.15 pm

3. 'Reworking subculture. Young people and elective affiliations of substance.' Paul Hodkinson, University College, Northampton.

4 . 'Humour in Youth Culture: The Case of the Extreme Metal Scene' Keith Harris.

Discussion of Future Study Group Events 3.15pm- 4.00pm

Close 4.00pm

If some members need assistance with travel costs, funds are available via the BSA Support Fund. Contact: enquiries@britsoc.org.uk for details about this fund.

WEBSITES FOR SOCIOLOGISTS

The results of the ESRC seminar series 'Parenting, motherhood and paid work: rationalities and ambivalences' are now available at http://www.brad.ac.uk/acad/socsci/re/parenting/seminars.htm

This site gives a brief description of the aims and objectives of the seminar series, and reproduces the majority of the papers given in full. Each paper is also summarised in bullet point form.

Information about large scale long term political,economic and social systems change at the national and international level.

This site links to sites with data, theory, research, course syllabi, and other useful information.
http://redrival.net/evaluation/socialchange

The British Academy: Small Grants (up to £5000) and Large Grants (up to £20000)as well as a variety of other awards
http://britac.ac.uk/guide/

The Leading Recruitment Website for Academic and Associated Communities such as research staff in the public and private sector.
www.jobs.ac.uk

The Regional Studies Association is an independent, interdisciplinary body concerned with analysis of regions and regional issues.
http://www.regional-studies-assoc.ac.uk

BSA Conference

Annual Conference Review

The BSA Academic Affairs Committee are currently discussing certain proposed changes to the BSA annual conference and we welcome members' comments on these issues. In particular, the committee is currently considering four key areas:

1) Removing the annual theme for the conference and simply becoming the BSA annual conference, with regular streams for different substantive areas and/or study groups.

   This may also include invitations for individual members to volunteer to run a stream. It might include a more limited theme in relation to one major plenary stream, or some such variation. This would be similar to the model used by several other professional associations, such as the European Sociological Conference.

2) When to hold the conference? April is traditionally the time when the BSA conference is held, but this is a particularly busy period for many institutions, as well as being crowded with other conferences. Would January be a good alternative? Or another time?

3) Should the conference be shorter? Possibly three days rather than four?

4) Are there suggestions of how to reduce costs, or differential pricing? Or examples of equivalent size conferences run more cheaply that members would like to suggest?

Any thoughts on these four issues, or others connected to the restructuring of the BSA annual conference, should be address to Colette Fagan (University of Manchester) at colette.fagan@man.ac.uk

Scotland and the New Parliament

PROFESSOR EMERITUS DAVID DONNISON
DES MCNULTY MSP

Organised in association with BSA Scotland Committee

Hosted by Glasgow Caledonian University

BSA Scotland Committee launched its programme of events for the new academic session with a seminar hosted by Glasgow Caledonian University on 27 October, attended by over thirty people. The potential opportunities and possible pitfalls for sociologists presented by the new framework of governance in Scotland provided the focus of this event. Emeritus Professor David Donnison initiated discussion with reflections on a 'golden age' of sociology between the 1930s and 1960s, as a discipline which was committed to and part of policy formation around key social issues such as housing and welfare. The Scottish Parliament potentially offers an expanding range of policy networks and social contexts to which sociologists can and should contribute.

In some contrast, Des McNulty warned that despite the pressing need for information and the development of rapid research initiatives by researchers attached to the Parliament and Executive, sociologists have not, as yet, fully responded to the challenges opened up by the new political framework. Indeed, he argued that sociology has increasingly divorced itself from policy consideration and contribution. This particular view solicited vigorous discussion and debate from the audience, many of whom recounted from their own experiences that politicians seemed to have little time or interest to engage with the complexities of sociological research. Consensus appeared to emerge around the idea that if sociologists wish to have their research taken seriously by politicians, they need to engage in their own publicity and write articles for the broadsheet press!

Further events are scheduled for 2001. In conjunction with BSA Scotland Committee, a Scottish MedSoc Group seminar will take place on 9 February at the MRC Social and Public Health Unit, 9 Lilybank Gardens, Glasgow. This will focus on issues of ethics and consent in social research. In June, BSA Scotland Committee will host a postgraduate day at the University of Stirling, designed to provide opportunities for students of sociology to explore pertinent issues associated with graduate study. Details will follow in the next issue of Network.

For further details of these events contact a.howson@abdn.ac.uk

Karl Marx: Hero or Zero?

HERO?

KARL MARX DEAD AND BURIED 115 YEARS CAN STILL FILL A HALL.
NEW YORK TIMES 1998

HE SAW THE TRENDS THAT EXISTED AND WHERE THEY WERE LEADING.
THE SOCIALIST STANDARD MARCH 2000

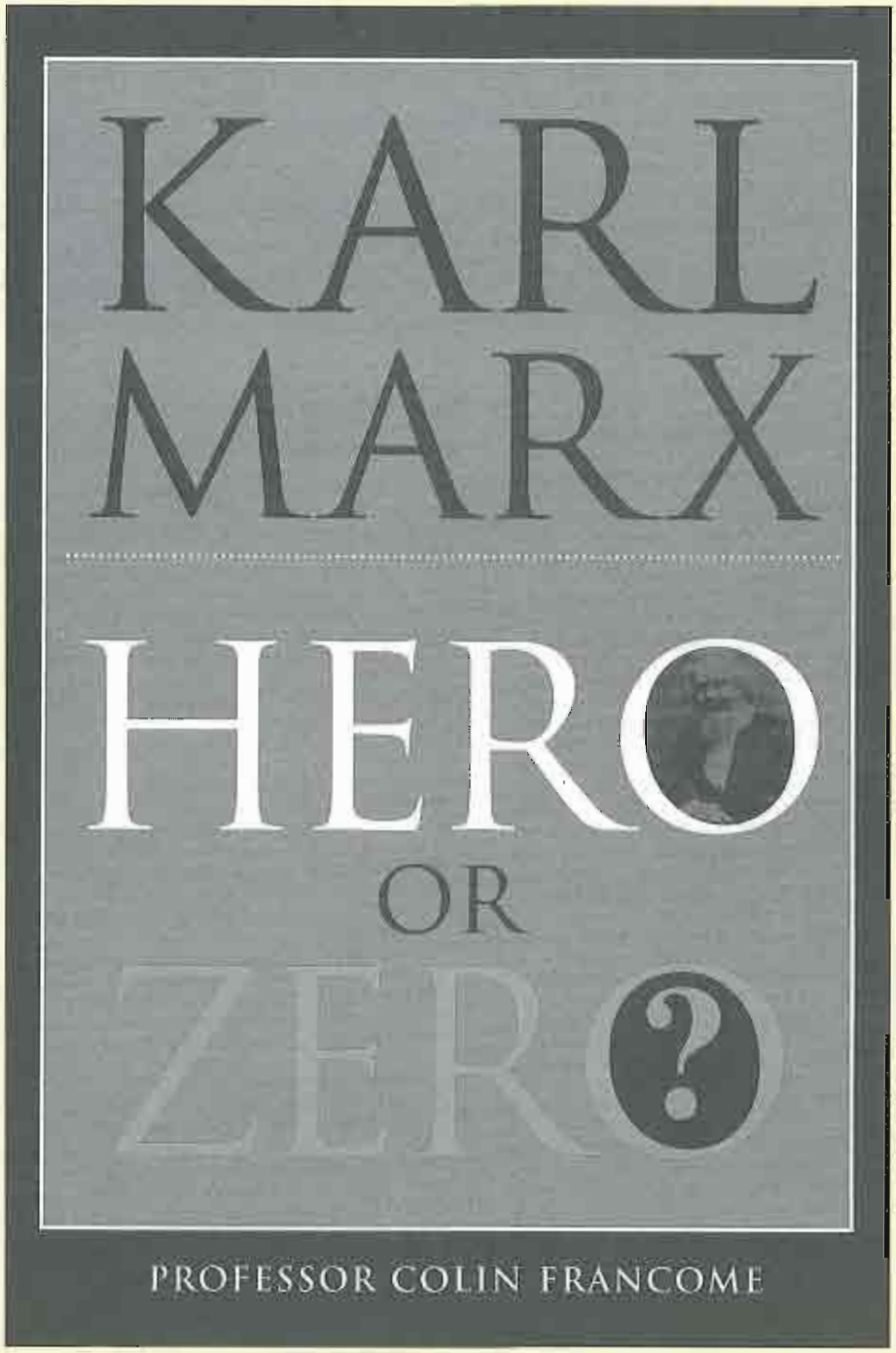
WE ARE CELEBRATING THE LEGACY OF THE STRUGGLE FOR SOCIAL, RACIAL, AND GENDER EQUALITY.
NEW YORK TIMES 1998

ZERO?

THERE IS AN AMOUNT OF EVIL TEACHING ACTIVELY GOING ON.
THE TIMES (LONDON 1851)

(HE) TURNED THE TWENTIETH CENTURY INTO AN AGE OF REVOLUTION AND WAR.
NEW YORK TIMES (1948)

HE WAS WRONG BECAUSE HIS "LAWS OF HISTORY" TURNED OUT TO BE SPURIOUS.
THE TIMES (LONDON 1980)



"...it is a clear, readable and important book." Tony Benn, MP

Published in December 2000 by Carla Francome Publications, London.
ISBN 0-9539359-0-6 Distributed by Central Books, 99 Wallis Road, London, E9 5LN.
Tel: 020-8986-4854 Fax: 020-8533-5821

This book has147 pages and contains chapters on:

* Marx and the family
* Freedom of the Press
* Marx and Health
* Revolution or gradual change
* Marxism as a counterculture
* Marx and religion
* Marx and crime
* Marx, socialists and birth control
* Marx's view of the ideal world
* Will there be a Marxist revolution?

Special Price to BSA members £5.00 + £1.50 postage and packaging.
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Postal address: Professor Colin Francome, Middlesex University, NW4 4BT

A-Z of titles reviewed in this issue of Network

GENDER AND HEALTH

Gender Inequalities in Health
Ellen Annandale & Kate Hunt
Open University Press,
Buckingham
ix + 214pp
£15.99pb
ISBN 0-335-20364-7

Improving Men's Health
Colin Francome
Middlesex University Press,
London
266pp
£16.00pb
ISBN 1-898-25336-6

Male Bodies - Health, Culture and Identity
Jonathan Watson
Open University Press,
Buckingham
vi+170pp
£15.99pb
ISBN 0-335-19785-X

Like most men, it would be fair to describe myself as a 'flawed' hypochondriac. I constantly moan when I have a minor ache or pain but when it comes to being 'actually' ill, I'm hesitant in consulting a doctor. This reluctance for men to take their own health issues seriously is one topic which unites these three books. As well as highlighting the results of his fieldwork into men's perceptions of their own and others bodies and health,

Watson's book provides a comprehensive overview of debates into embodiment and men's health. Whilst also drawing on recent empirical research, Ellen Annandale's and Kate Hunt's edited collection also explores contemporary thought and practices for research into gender inequalities in health. 'Improving Men's Health' mixes a review of literature on men's health (taken from academic and journalistic sources), with practical advice on improving personal health.

Drawing on research carried out with 30 men during the early 1990s in a small community close to Aberdeen, 'Men's Bodies' provides an excellent theoretical and practical account of men's experience of embodiment. Challenging popular wisdom, Watson suggests that men do take notice of health messages and do actively consider taking action but structural factors often intervene affecting how these changes are implicated.

The early chapters provide a thorough overview of philosophical work into discussions around the body and embodiment, whilst in the later part of the book material from the fieldwork is introduced. Even though this text is intellectually superior to the other two books there are a number of problems with 'Male Bodies'. For instance, very little is said about the research methods adopted, and how he was able to get the men to talk about such sensitive topics.

Although I agree with Watson's conclusion that theories of the body need to be associated with everyday experience, I was left wondering what this study had added to our understanding of men's bodies. Watson is keen throughout to emphasise how he would like to make this research relevant to men's lives however I'm unsure how this research can add to future health policy and promotion in this area, particularly as there are few policy recommendations, and the dense writing style of volume makes it inaccessible to the masses.

Annandale's and Hunt's collection also suffers from a similar predicament of trying to unite theory and practice, and getting lost along the way. One of the main overriding themes of the collection is that there should be a move towards more joint research looking at both men's and women's health inequalities, which utilises both quantitative and qualitative methodologies.

The contributors all seem to unite in their distrust of post-modern methodologies in health research, particularly as it has shifted attention away from gender to other structural factors (such as race, sexuality and disability). The text does contain two excellent chapters, one by Hilary Graham on socio-economic change and gender inequalities in health, and the other by Sara Arber and Helen Cooper on inequalities across the lifecourse.

However the collection is weakened by the introductory chapter which focuses on gender inequality in general, rather than as the title of the collection suggests on gender inequalities in health. The chapter on 'narrative' in research is also confusing, and fails to illuminate how the method could effectively be used in health research

Colin Francome's 'Improving Men's Health' is in a different league to the other two books. With innocuous chapters on diet and reducing accidents I have to admit quite liking the book, primarily because it attempts to make sociological thought applicable to real life and accessible to most people. I've never known a book on one page to be providing a literature review on academic research into men's health issues, and then a couple pages later be giving advice on first aid.

A couple of the chapters may also be useful to students wanting an uncluttered sociological introduction into recent work around gender. It should be highlighted though that this book isn't a particularly scholarly text, and doesn't aspire to be like the books by Watson and Annandale & Hunt. The text successfully mixes research with advice, although in places it is written as if it's an extended article for 'Men's Health' magazine.

In places though the self-help ethos of the text does become annoying and patronising. It's also maybe not the best read for people like me, where ignorance on such issues can in the short term, sometimes be the best option.

John Galilee

GLOBALISING CITIES: A NEW SPATIAL ORDER?
Peter Marcuse and Ronald Van Kempen
Blackwell Publishers
2000
pp. 318
£15.99pb
ISBN: 0-631-21290-6

This book addresses the impact of global capital on the spatial order of cities. It asks if there is a new spatial order in cities and if there is, can this be generalised? What form do the social cleavages take in contemporary cities? What is the role of social class and race and what can public policy do to address current problems?

Globalisation has clearly left the city socially and spatially disconnected and fragmented, it has also however led to a noticeable polarisation in the distribution of wealth in society leaving a clear gap in the centre as the prosperity of the middle classes has collapsed. Demographic patterns have changed as working populations have moved in line with employment availability or perceptions of availability. At the same time race has came to play an important role in the identification of difference in a more fragmented and competitive social structure.

Workplace flexibility has also had a major impact on family formation and neighbourhood stability. In spatial terms this has very often led to a 'luxury city, a city of the gentry, a suburban city, a tenement city, and an abandoned city'.

At one extreme the 'citadels' and gated enclosures of the rich, at the other 'ghettos of exclusion'. This leads Marcus and Van Kempen into the question of how to explore the connections between macro-social developments, public policy and individual opportunity, a theme that is taken up by Beauregard and Haila in the second chapter, looking at continuity and change in cities in a general sense.

The book moves through a series of papers, each exploring the different ways in which globalisation has effected different selected cities. In what is often seen as the developing world Chakravorty looks at Calcutta and Ribeiro and Telles at Rio de Janeiro. South East Asia is covered by Grunsven's paper on Singapore, and Waley on Tokyo. In the west, John Logan considers the position of New York while Kesteloot looks at Brussels and Keil and Ronnerberger explain spatial change in Frankfurt.

Blair Badcock provides an account of the situation in Australian cities. This rather lengthy set of accounts allows for Marcuse and Van Kempen to pull the whole thing back together with the argument that the spatial order of cities has and is continuing to change. Never-the-less the change that has taken place is not sufficient to say that there is a new spatial order in cities. From the city case study chapters it is not possible to see a generalisable spatial order applicable to cities all over the world.

It is not always easy to draw connections from the macro to the local on a global plain. At times Marcuse and Van Kempen's book leads one to question the balance within the structure of the arguments. This may be inevitable in such a work. The text provides a clear outline of the issues and the numerous case studies add colour to the theoretical context. The book will make a good resource for undergraduate students or anyone wishing to gain a broad grasp of the issues.

Gary Pattison

TACKLING INEQUALITIES: WHERE ARE WE NOW AND WHAT CAN BE DONE?
Pantazis, C & Gordon, D (eds.)
Policy Press, Bristol
2000
pp. 239 + xvi
£15.99pb
ISBN: 1-86134-146-6

The increasing divide between rich and poor under nearly two decades of conservative reign has resulted in the New Labour government inheriting a country characterised by great inequality, poverty and social exclusion. This has led to increasing policy debate over how best to tackle these issues.

'Tackling Inequalities' addresses the extent of social divisions inherited by the New Labour government and offers a critique of their policies aimed at combating these. The book includes contributions from leading researchers working in the field of inequality and poverty and is based on papers presented at the annual conference of the Radical Statistics Group at Bristol University (1998).

The book is organised around two themes: firstly a critique of New Labour's area-based policies, aimed at tackling social exclusion and secondly the use and interpretation of official statistics, with an awareness of social inequalities.

Although this collection addresses social issues such as inequalities in income, wealth, standard of living, employment, education, housing, crime, poverty throughout the life course, and health service provision, it pays relatively little attention to the differing impact of inequality across gender, race, sexuality and disability. The arguments could therefore be better substantiated with more experiential based research findings to support statistical claims and analysis.

However, the greatest strength of the book is to illustrate the ways in which statistics are deliberately employed by governments to mislead in order to support their arguments, and also to highlight the ambiguities inherent in New Labour's policies aimed at tackling inequality.

'Tackling Inequalities' is an excellent contribution to the on-going policy debate surrounding social exclusion and how best to tackle it. It would be of interest to academics and researchers working in the field of social policy, sociology, and other social science related subjects and would appeal to anyone interested in the issues of inequality, social exclusion and poverty.

Victoria Gosling

POPULAR CULTURE: PRODUCTION AND CONSUMPTION
Harrington, C. Lee & Bielby, D. Denise (eds.)
Blackwell, Oxford
2001
pp. 348 + xi
£50.00hb, £16.99pb
ISBN: 0-631-21710-X

The aim of this book is to provide a wide range of essays from a variety of disciplines covering a diversity of contexts within popular culture. However, undoubtedly the main focus of the book is to present both 'classic' and new sociological readings of popular culture.

Section one considers meanings of the term 'popular' through a range of cultural texts. Sections two and three focus specifically, on circuits of production and consumption. Section four focuses upon significant elements of cultural texts and addresses issues such as concepts of genre and the complex nature of textual meanings. Finally, section five considers the role of celebrity and fan culture.

To this end, this book presents a series of 'classic' works on popular culture, including those of Becker, Benjamin and Hall, with more contemporary readings, such as those by Jenson and Fiske, and some newly commissioned pieces such as that by Scott Salmon.

This book provides a useful introduction to writings on popular culture and would make a good reader for an undergraduate course on this subject, and hence will be of particular interest to those who teach courses on popular culture and their students.

However, as with most books of this nature, the range of essays is not as diverse and inclusive as the editors imply, and would have

benefited from inclusion of more critical readings of popular culture, and more attention to contemporary post-structural and post-modern works.

This book is essentially an American popular culture reader, and though many of the essays are by European (and in particular, British) authors its focus is very much upon theories and texts that are prevalent in American readings of popular culture, and marginalises many other authors and current debates in British and European sociology.

Garry Crawford

YOUTH RESEARCH IN TERMINAL DECLINE?

Journal of Youth Studies
Volume 3, Number 1
March 2000 published quarterly
by Carfax, Basingstoke
Individual subscription £38.00

Race, Ethnicity and Education
Volume 3, Number 1
February 2000 published three times a year
by Carfax, Basingstoke
Individual subscription £38.00

Surviving Post-Communism: Young People in the Former Soviet Union
Roberts, K. Clark, S., Fagan, C. and Tholen, J.
Edward Elgar, Cheltenham
2000
256 pages
£59.95 hardback

Youth Lifestyles in a Changing World
Miles, S.
Buckingham, Open University Press
2000
177 pages
£15.99 paperback

Several commentators have recently pointed to the parlous state of youth research in Britain (Jeffs and Smith, 1998, Tooley and Darby, 1998). In particular the suggestion has been that research into young people has failed to develop theoretically, has become inward looking and overly concerned with 'problem youth' and as a result has produced findings of dubious quality and relevance.

However in reviewing this selection of new journals and recent books these claims seem to be somewhat misplaced. These publications suggest a healthy discussion of the difficulties of undertaking youth research and document the efforts being made to develop a more international and interdisciplinary approach to research.

For example the Journal of Youth Studies includes papers from Australia, Finland, Britain and the USA on topics as diverse as alcohol use, the financial lives of young people and the contributions of psychology and cultural studies to youth research. Similarly, Race, Ethnicity and Education carries articles from as far afield as Canada and South Africa and on topics as varied as the problems of developing anti-racist teaching and learning strategies and of the significance of taste to young people's identities.

Furthermore the two books being reviewed point to efforts to develop and apply new theories as well as broaden out British youth research into wider areas of interest. The book by Miles illustrates an attempt to retheorise young people's identities in an increasingly mediazed and consumer orientated culture.

Roberts et al's book reports on a long-term study into the lives of young people growing up in the time of wide-spread social change in Eastern Europe. I will limit myself to some of the strengths and weaknesses of a few of these writings as space precludes a more thorough going discussion.

Both journals since their inception have published articles of a consistently high standard and these issues are no exception. Dolby's paper in Race, Ethnicity and Education charts how the breakdown of apartheid has had a profound impact on the ways in which young people's identities in education are constructed.

Although both staff and students have new vocabularies for identity construction many schools still have legacies of the older racist culture as seen in school organisation, patterns of teaching and learning and curriculum materials. However, for this reader many of the articles would have been improved by a greater emphasis on how the economy influences cultural identities.

Perhaps though, given the remit of the journal, this is asking a little too much. In contrast the Journal of Youth Studies has examined such issues directly in recent years and as Cohen and Ainley's article in this volume illustrates.

As with Miles' book they call for a synthesis of cultural and structural traditions in youth research yet save for a few familiar and theoretical suggestion leave the reader none the wiser as to how this may be achieved. Miles' book reports on empirical research into patterns of consumption amongst young people and its significance for wider social identities. Throughout the book Miles attempts to develop the concept of lifestyle as a way of rethinking youth identities which is sympathetic to both cultural and structural processes.

Miles is to be commended for his efforts as the culture-economy and structure-agency problematics are at the heart of much contemporary thinking in youth studies. One area of weakness though is the lack of integration between the theoretical debate and empirical research. Roberts et al's book in contrast is very much a detailed empirical analysis of how the collapse of communism has impacted on the lives of young people in Eastern Europe. The sheer scale of upheaval is frightening- in just a few years 80% of industry collapsed and in some countries almost a third of the population had fled either in search of work or away from civil war. The book documents the difficulties facing young people who were struggling to make transitions to adulthood, attempting in the process to construct some form of work, educational and leisure identities. It is a salutary reminder to those of us in the West preoccupied with notions such as risk society that we should not become too insular in our outlook. In all a varied and interesting selection of readings which illustrate the vitality of current youth research.

REFERENCES

Tooley, J. and Darby, D. (1998) Educational Research: A Critique, Ofsted, London, HMSO.

Jeffs, T. and Smith, M. (1998) The problem of youth for youth work, Youth and Policy 62, pp 45-66.

Mark Cieslik

Ch . .Ch . .Ch . .Changes?

Word has it in schools that UCAS is introducing an entry tariff of points for key skills, new points for AS and A level grades, and will require evidence of experience relevant to courses. In the next breath, however, we also hear that universities are not unanimous in their acceptance of these, and that not all departments are necessarily planning to act in accordance with the view of their university.

As a teacher of sociology and sixth form tutor in a school which annually produces undergraduate sociologists, I am concerned that this will make advising students an even trickier proposition than at present.

We are told that the A=10, B=8 etc system for traditional A levels is going to be replaced as follows:

	A	B	C	D	E
A Level & 12 unit vocational A Level	240	200	160	120	80
AS Level & 6 unit vocational AS Level	120	100	80	60	40

Will universities really accept 5 A grades at AS Level, allegedly with a degree of difficulty equivalent to less that half an A Level in terms of content and the demands of mark schemes, as meaning the same as 3 Bs achieved at a more demanding level? Are admissions tutors going to credit students who can produce evidence of Level 4 in key skills with 30 points - almost an AS grade E value?

It is quite feasible for a school to enter a student for four AS courses in Year 12 and a further three in Year 13, enabling them to get a high level of key skills, 2 As, 3 Bs and 2 Cs and, therefore, a total of 730 points. This exceeds the value of three A grades at A Level (720 points) and suggests a student who has done quite well across a wide range rather than one who has gained a depth of knowledge within a more specialised field. I am more than happy for universities to recognise breadth of academic knowledge and experience - as a Scot, it was how my own schooling was organised - but I would like more than the UCAS formula as evidence that such recognition is imminent, or even likely.

It would also be very helpful if we were able to advise students about what is considered to be 'relevant experience' for degrees in sociology. Should I encourage my students to take up voluntary work with the elderly, spend time in a young offenders' institution, place themselves on a hospital waiting list, go shopping at Blue Water, mix in social groups? Without the tools to make sense of these experiences such activities are surely participation in social events rather than relevant experience of sociology. Their study of sociology at A Level is evidence that they are attempting to develop the body of skills and knowledge which constitute sociology and, unless committed hermits, a range of social activities and identities will both consciously and unconsciously feature in their daily existence. Students not taking A Level sociology and who wish to take up the subject as undergraduates will be equally likely to have social experiences and will be developing some academic skills and understanding.

What is relevant experience for them - or will the reality be that we continue to encourage students to state and defend a commitment in their personal statements on their UCAS forms?

On an older but no less important note, it would be very useful for school Sociology departments to have some awareness of the perceived status of General Studies at A Level, particularly as it appears many schools are encouraging students to follow this as one of their A Levels. I have heard of some institutions which will not credit anything with 'studies' in the title (Business Studies, Media Studies, Religious Studies and Theatre Studies are four offered at my school), others which regard General Studies as highly as any other subject, and the full range between these positions. While I would not wish to present an argument for homogenised entry requirements, some idea of consistency and rational justification would be helpful to students and to those advising them. Are we wasting our time, and that of our students, by encouraging students to look beyond their 'main' A Level courses?

Whether it is appropriate for the BSA to have a corporate view on these issues I doubt. Even if it were, I am confident that most departments would act as they saw fit rather than in line with any diktat. None the less there appears to be a great diversity of attitude and policy which students, and those who advise them, find unhelpful at best - 'unfathomable' might be more accurate. In order that I can better serve the needs and aspirations of my students, and therefore the requirements of sociology and related departments, I would greatly appreciate feedback on the issues I have tried to raise here.

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and/or would be happy to discuss these, and other school sociology-related issues - such as the perceived value of the new AS and A2 specifications in sociology - with anyone else interested, at BSA 2001 Conference in April.

Ralph Leighton

BASIL BERNSTEIN 1924-2000

Basil Bernstein died on September 24th 2000 at the age of 76. There were obituaries in The Guardian (Sept 27th and 29th) and The Independent (Oct 9th). There will be an event to celebrate his life and work on Jan 19th 2001 at the Institute of Education. In this short piece I have written about him as a scholar.

Bernstein hated retrospective analyses of his work, and flattering accounts of ideas thirty years old. He wanted us to engage with his current thinking. In this piece I have done that. Atkinson (1985) deals with his work and his influence from the earliest papers to the mature books. After his retirement from the London Institute of Education in 1990 he became more productive than he had been in the previous decade while he was being honoured more overseas than in the UK. In the mid 1990s two festschriften were prepared for him. Alan Sadvonik (1995) edited a book in which the contributors looked back over Bernstein's work, and he then commented on these analyses. Sadvonik's long introductory essay to that volume covers Bernstein's work from 1984 - 1990. In Cardiff Paul Atkinson, Brian Davies and I (1995) took a contrasting approach. We commissioned people to look ahead: to explore how their own intellectual projects were developing from Basil Bernstein's work. We kept our festschrift a secret from Professor Bernstein until it was at the publishers so he could not interfere with us or our contributors. He liked some of the papers and hated others. Commentating on his work, even favourably, was always to risk his displeasure. The Cardiff volume was launched with a short invitational conference, the two festschriften were celebrated at AERA in New York in 1996. A ballroom was full of people who wanted to hear Bernstein and he gave one of his spellbinding performances there. The audience included some of the most famous sociologists of education in the USA: his life and work were properly applauded. I am glad that the two books, and the two events, were organised while Basil Bernstein was well enough to be part of them.

Basil Bernstein was a Durkheimian, but a French Durkheimian like Mauss and Levi-Strauss not an Anglo-Saxon Durkheimian like Radcliffe Brown and Talcott Parsons. His concerns were closer to Bourdieu's than to Halsey's or Coleman's: he did not 'fit' sociology of education, but was too closely associated with that sub specialism to be properly appreciated for the far reaching scope of his ideas on class, inequality, gender and the labour market.

The last letter I had from him was his reaction to my article in the Millennial issue of Sociology (Delamont, 2000). He wrote, in shaky handwriting:

A very brave paper. I enjoyed the structure as much as the content.

He then went on to produce a precise, and incisive, analysis of the central contention of my paper:

It is possible that anxieties sociologists increasingly have about their own status makes them distance themselves from university pariah discourses like education. Sociologists of Education are institutionally marginalised: very few in departments of sociology, ghettoised in pariah sites. Further our kin regard us a hybrid, as many do not hold first degrees in sociology or second from "reputable" exemplars of the subject. We are not kosher and live in profane places.

Only a foolhardy commentator would try to improve on that verdict: certainly all those of us who work on the sociology of education know we do indeed live in profane places.

Sara Delamont

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A Memorial Service will be held at the Institute of Education on Friday, 19 January 2001. For details, please contact Cathy Bird at: c.bird@ioe.ac.uk

I first met Basil Bernstein in 1967 when I was an undergraduate. It is sobering, over thirty years later, on his death, to realise that I still have no sense of having fully caught up with his ideas. He remained so far ahead in his thinking that those of us working within his programme have more been cultivating our own particular patches in the intellectual landscape he thought into being than extending its frontier. Bernstein is one of the very few social theorists in the second half of the twentieth century who can be properly said to have created a system. The task he pursued was rigorous: to construct an integrated conceptual language that moved between levels and their mediations and that at each point specified the rules whereby concepts could be translated into empirical instances in such a way that we could say of things, 'this is the same, this is different, this is change'. It was this aspect of his thinking that has enabled the growth, across a global network of researchers, of an immensely rich and varied body of substantive work drawing upon his ideas. The scale and range of this is exhibited in the contributions to the two recent international Bernstein research conferences, in Lisbon this year and Southampton in 1998, as well as in the substantial volumes of papers in his honour edited by Alan Sadvonik and by Paul Atkinson and colleagues.

It is a tribute to the success of his theoretical work that it created so many components that could be effectively 'put to work' by others in so many ways. Despite the abstraction of much of his writing, Bernstein was always insistent that the theory should be able to work in the hands and minds of others - an interesting illustration of how this can be is provided by a recent survey by Madeleine Arnot of feminists using his work. In this respect, he generated a research programme with a life of its own; in his own lifetime and, now, beyond it. In contrast to the contentious debates provoked by his early discussions of elaborating and restricting codes and the destructive legacy of 'misrecognition' that followed, the final phase of his work was characterised by growing appreciation and application of his ideas. Perhaps the greatest tribute to his work is that it can and will continue after him. By the time of his death, it was possible to discern the emergence of a distinctively Bernsteinian global school of research and theory.

However, this is not only because of the intellectual properties of the theory - in his life-time it was supported by his generous

interest in what others were doing with the ideas. His own research students now have students of their own and we in Cambridge, and I am sure elsewhere, will always appreciate the time he was happy to give to advising them and us on their work. Bernstein brought into being a programme of intellectual inquiry and research that now spans three generations and this, perhaps, is the testament to his achievements that he would most relish. His great quality as a teacher was to inspire in his students a sense of their own capacities for originality and insight. At a deeper level, this reflected his joy in the inter-personal process of intellectual production. Those of us who were his students will know this from his supervisions and seminars, which at their best could become exhilarating performances of collective creativity, but also from the bar afterwards in his virtuoso displays of often mischievous and hilarious brilliance.

It is well known that his early ideas on the sociological significance of speech and its contexts came from his experiences as a teacher. But this was not a naive intuition. Bernstein always insisted (unfashionably) upon the central significance of Durkheim to his thinking - he spoke of Durkheim's 'magnificent insight into the relationships between symbolic orders, social relationships and the structuring of experience'. Throughout his work, those relationships were his central concern. Bernstein himself had a 'magnificent insight' into Durkheim. I suspect this was in his earliest days at LSE (Donald MacRae, his tutor there, suggests as much in his Preface to the Paladin edition of Class, Codes and Control vol 1). This insight enabled Bernstein to assemble a powerful intellectual matrix interweaving strands from a range of classical theorists. The synthesis that underpins his system, and which enabled him to produce his own highly original elaboration of sociological analysis, is itself a major theoretical achievement. For a number of reasons it remains largely unacknowledged. He was very much aware of the manner in which successive secondary refractions of Durkheim distorted understandings of both the aspiration and inspiration of his own work. British sociology has always found Bernstein difficult to locate because he was coming from a place within Durkheim (in the Elementary Forms and Primitive Classification) that was invisible within post-Parsonian anglophobe disputes. He was, as it were, travelling east to west across a land where all other routes where rigidly orientated between a positivist north and an anti-positivist south.

Basil Bernstein was a social theorist of the first order, but a sense of the structure and coherence of his theory requires an insight into his insight into Durkheim. In his characteristically condensed style of writing, Bernstein never made this insight explicit, but in his mode of theorising continually displayed it. His was one of the major intellectual projects of twentieth century sociology and one of the few with the capacity to maintain continuity between work in the new century and the foundational insights of classical theory. Decoding the 'magnificent insight' and the manner in which it systematised the other elements of his theoretical matrix is part of the task that remains for Bernstein to be universally accorded the recognition and respect he properly deserves.

Basil Bernstein was far away the most creative and original thinker I have known, but precisely because he was so serious about ideas he could be playful with them. Leonard Cohen once said that 'seriousness is deeply pleasing to the heart' and I think this was a pleasure that Basil felt deeply himself and could bring others to appreciate. It was in these personal exchanges that he was able to illustrate most vividly the things in life to which the concepts responded and into which the theory gave such startling insights.

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Dennis Brooks 1930-2000

Dennis Brooks, who died on 27 October 2000, was a strong advocate of the importance of sociologically informed research to policy making. Dennis was representative of the many social scientists who came to research via the trade union movement. Having served an apprenticeship as an electrician, he also did his National Service in the RAF before going to Ruskin College, Oxford in 1954. Following this he went to LSE, where he studied for a Post-Graduate Diploma in Personnel Management and met Marjorie, his wife. Unable to find an appropriate job in personnel he 'went back on the tools' for a couple of years before returning to LSE to read for a BSc in Sociology.

After LSE, Dennis worked for the Acton Society Trust, producing an early, important study of minority ethnic employment, Race and Labour in London Transport (Oxford University Press, 1975). Following work at Imperial College on a study of the Post Office, he moved to the West Midlands where he worked first at the Industrial Relations Research Unit at Warwick and then on a study of Asian and white school leavers for the Commission for Racial Equality.

Dennis joined the Social Science Branch of the former Department of Employment in December 1976, then headed by Peter Brannen. He was responsible for the inception and management of a number of major studies, and was a significant influence on the research agenda of the Department. He worked in a number of research areas but he maintained his major interest and, for a 19-year period, was the in-house specialist on 'race' related research. In particular, he played a key role in keeping the issue of 'race' on the Department's research agenda when it did not have high political priority, particularly during the 1980s.

The academics who worked with him could always rely on his good judgement. He was able to temper his priorities and obligations as a research manager with a keen understanding, born of personal experience, of the exigencies of the research process. As a result, he was able help ensure that academic researchers maximised the policy impact of their work while ensuring that politicians and policy makers were alerted to difficult conceptual and methodological issues that might otherwise have been glossed over.

He was a kind, loyal and very congenial colleague, and was greatly missed after he retired in March 1995. Following his retirement he remained keenly engaged intellectually and corresponded vigorously, most frequently with the press, but also with the Editors of Sociology when an author had the temerity to oversimplify, in his view, aspects of the history, organisation and technical infrastructure of his beloved London Underground. A keen and longstanding member of the BSA, Dennis will be mourned by all those who worked with him and whose research careers owe not a little to his encouragement, support and guidance.

Vince Keddie and David Mason

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