

## ASA Awards Community Action Research Initiative Grants

The American Sociological Association's Spivack Program in Applied Social Research and Social Policy announced the 2002 winners of the Community Action Research Initiative (CARI). These small grants are designed to encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear in addressing community issues and concerns. Each applicant proposed a project of *pro bono* work with a local community organization that tapped sociological expertise (e.g., needs assessment, evaluation research, training, and so forth). The five 2002 CARI projects selected and funded for 2002-03 are:

- *Mary Danico*, California State Polytechnic University-Pomona, will work on a project titled *Orange County Low-Income Asian American Youth Needs Assessment*. She will work with the Orange County Asian and Pacific Islander Community

Alliance to survey low-income Asian-American youth in Orange County on their health, safety, education, and family well-being in order to develop a needs assessment. The goal of the project is to develop a strategic plan and recommendations to improve the social, health, and economic opportunities for the youth of the community.

- *Pamela Fendt*, University of Wisconsin-Milwaukee, will highlight the common concerns related to the balance of work and family issues among women of different socioeconomic backgrounds with the *New Hope Project*. Her goal is to educate community leaders about issues facing low-income women in the Milwaukee area through a participatory research approach. In order to affect public policy, she plans to teach researchers in community development and low-income women about participatory research and then use the information to

develop an action plan of long-term goals.

- *Jeffrey Leiter*, North Carolina State University-Raleigh, will work with the *North Carolina State AFL-CIO* to design a collaborative internet website that will act as a labor center. The site will offer information on unions, workplace issues, and organizing strategies in order to offer the services of a labor project through the internet. The goal of Leiter's proposal is to expand North Carolina union capacity, connect workers with work-related problems to solutions, and use applied research to improve labor union effectiveness.
- *Kelly E. Smith*, University of Arizona, will use her CARI grant to work with the *Primavera Foundation* to study the state of day laborers in Tucson and effects of recent policy changes in the area. She will specifically address advocacy needs of day laborers by surveying changes in their conditions and whether they are aware of recent legislation. This will be done with University of Arizona's Department of Sociology and Center for Applied Sociology

through 200 interviews with day laborers. The project connects the school and its students with the community in order to provide mutual benefits.

- *Caleb Southworth*, University of Oregon, applied to study the *Municipal Government of Komsomolsk, Ukraine*. The city was a center for iron ore extraction during the Soviet period as part of a military industrial complex. In the post-Soviet society, Komsomolsk is trying to solve major social, environmental, and health problems. Southworth will work with city managers to assess the social and economic problems in the city through survey methods and in-depth interviews about citizens' current employment, health problems, and city needs. The CARI funds will be used to produce the survey, train local students and community leaders in survey methods, and conduct interviews.

The deadline for the next application process to receive the CARI grant is February 1, 2003. Additional information is on the homepage at <http://www.asanet.org/student/commact.html>. □

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transition was not all smooth. And in spite of the postwar revelations about the Holocaust, the American academy did not open its collective hearts to our refugees. Our older mid-Western colleagues were no exception. They did not absorb this young instructor easily. He often seemed stiff and formal, in dress and manner, and never unbenign to gossip about himself or his wartime experiences. Worse, both his students and our somewhat older colleagues could not always decipher his English, even though he had been in the country for about a decade. I thought any ambitious young man could do something about that, because Wayne enjoyed an excellent speech clinic. He said he would consider my solicitous but unsought advice. Years later, after he had achieved considerable academic success, he once chortled in triumph to me, pointing out that I had simply been wrong. My advice had been simply misplaced—he had not really needed to improve his English at all!

Peter was enriched, as I was, within those groups, and in turn contributed his own sparkle. But the talented do elicit and stimulate help from others. It is especially the other talented who help—for good sociological reasons—and all of us take note of the very bright. In recounting how he had this or that success, Peter sometimes said that he had been lucky. People with talent often have that kind of "luck." Some of the Wayne links also had important links with Cornell, and so he did not have to acclimate himself to the Midwest for long, linguistically or otherwise. And only a couple of years after he began teaching at Cornell he was on his way to the Chicago department.

Like many who suffered humiliation and sorrow at the hands of the Nazis, Peter Blau did not at first tell others about any of his personal tale. His own account of how he personally came to macrostructural theory is remarkable for its claim to being an autobiographical essay, while remaining nearly mum about most details.

Many Holocaust survivors felt they could not tell this or that detail, for it would lead to more and more hurtful remembrances, and especially in the first decade after reaching safety. They also continued to feel guilty for having left, and survived. They feel their own wounds pale, compared with those of their parents and others who suffered and were

murdered. Peter lived his first twenty years under an essentially fascist government, the National Party, which also imprisoned him. His mother did not wish to leave the country when Hitler took over a cheering Austria, and his father did. They stayed, and in 1942 both were murdered in Auschwitz. He was given ugly treatment by the Nazi border patrol when he tried to escape to Czechoslovakia, though they finally let him go on to Prague. When he was in the U.S. Army he was used for his German language skills.

Once a friend of ours, the sociologist Suzanne Keller, told him of her visit to Vienna, where she was emotionally moved as she connected her childhood memories with the postwar city. She asked him about his own responses. It is therefore not surprising that he could say to her (though it was untrue), that he had never gone back to Vienna, and he never would do so. In fact, he was in Vienna in 1953 (on his way to the International Sociological Society meetings at Liege), and with wife and in-laws, but the wounds were still so painful that he would not speak German at all, not even to the Viennese officials who gave him the records of his parents' death at Auschwitz.

But joking was part of his life too. We often joshed one another. When both of us were senior professors at Columbia University, he was delighted when I complained to him about his working harder than I. His apartment on Claremont was just above mine, and his study was just above my bedroom. When I had given up work long past midnight, I would continue to hear him pacing back and forth, as he worked on his analyses. His relentless drive, I claimed, made me nervous, for he was getting ahead of me. He was even more gleeful when I said he reminded me of the great Kingsley Davis, who made some of his colleagues uneasy, for even after arriving at one of his parties they might hear his typewriter through the walls, as he pushed ahead on another contribution to sociology. In fact, Peter knew that I really did respect him greatly for his continued dedication, and rejoiced that he continued to make serious contributions even in his final decade of life. We are diminished by losing him, but his gifts to the field will long continue to enrich all of us.

William J. Goode  
George Mason University □

## Teaching Enhancement Fund Supports New Projects

The American Sociological Association made three awards to advance teaching from the Teaching Enhancement Fund. The Fund supports innovative projects on teaching sociology, which can be transportable to other settings. The three projects center on active learning strategies. The funded projects are as follows:

- *Ellen M. Granberg* (Clemson University) plans to enhance teaching by developing an international data repository for department members to utilize in undergraduate and graduate courses. The database will be created from a series of existing cross-national data sets, so that the work of incorporating cross-national material into sociology courses will be greatly simplified. By creating an international database, Granberg and her colleagues hope to make students more aware of cross-cultural issues, understand sociological data, and gain experience with on-line databases. The larger benefit of the project is to make this database available to other sociologists, and to share the idea with other departments so that they may create their own data repository.
- *Meredith M. Redlin* (South Dakota State University) will continue to build and refine instructional materials for a classroom exercise on regional comparisons. The comparisons will be taken from a cross-country and cross-campus web-based survey, which will be used in introductory sociology courses. The project will provide beginning undergraduate students in different states the opportunity to conduct

their own regional comparisons and will introduce students to basic methods training in survey research, expand computer literacy skills, and expose them to regional diversity. Redlin plans to expand the number and types of colleges involved in the project (some of which are Canadian and tribal colleges).

- *Karen Van Gundy* (University of New Hampshire) will conduct a quasi-experiment to see the influence of web-based instruction on student learning of statistics. Based on two undergraduate statistics classes taught in Fall of 2002, Van Gundy plans to evaluate class performance and perceptions of "virtual" learning techniques where differential access to web-based instructional services (such as online assignments, discussion boards, and listservs) is provided in conjunction with the traditional classroom model. She hopes to lessen the "math anxiety" that students often have in statistics courses by making learning more user-friendly through web-based instructions, and to disseminate her project results to other sociology instructors through ASA presentations and publications.

The next deadline for applications is February 1, 2003. For guidelines on submitting a proposal, contact the ASA's Academic and Professional Affairs Program ([apap@asanet.org](mailto:apap@asanet.org)) or the homepage.

The Teaching Enhancement Fund is supported by contributions. Watch for details about a fundraising event at the 2002 Annual Meeting. □