

Social Inequality, "The Functions of Immigrant Bashing," and under Deviance, "Is the Death Penalty Only a Vehicle for Revenge?"). Levin's introductions, written in the first person, are readable and brief, introducing very simply a few central sociological concepts and ideas to frame the essays that follow. Because the sections follow the standard textbook topics, the book will appeal to those who have looked for a shorter, more selective format, but who did not want to switch to the more idiosyncratic selection of issues covered in some of the works available in this genre. The research and writing assignments introduce students to doing sociology, and are solid and well-conceived, rather than "make-work." Levin is clearly a master teacher who writes from many years of experience attempting to bridge the gap between the world of sociologists and the everyday world. Teachers who believe in the Coalition of Essential Schools principle that "Less is More" will appreciate this book. Teachers working with ESL students and others with poor reading skills will also appreciate it. It could be used in combination with a traditional textbook, or be used with sociological monographs that are accessible to students, for example (to mention a few that have been hits with my students) Hochschild's *The Second Shift*, Ritzer's *The McDonaldization of Society*, Sidel's *On Her Own*, or Ebaugh's *Role Exit*.

There are some weaknesses of the book that should be noted. Some may find the essays a bit too journalistic. Although they will interest students, they may not necessarily challenge them. There is a fine line between, in Levin's terms, "easing students into" sociology, and reducing sociology to the students' pre-existing horizons. On the other hand, Levin's intent is clearly for the teacher to supplement the book with assignments that bring the student into more abstract levels of theory and method. Another problem: the functionalist perspective appears more prominently than other perspectives; conflict sociologists and those who seek to include all paradigms may be disappointed. Finally, since the essays are all by one author, there is a sameness that is not entirely remedied by the variety of topics covered. This is not a book that can stand alone for teachers who want to demonstrate that sociology is being done by people from a variety of ethnic, national, and gender backgrounds. However, all in all, this is a work with strengths outweighing weaknesses for those who share Levin's goals, and I believe anyone attempting to improve the introductory course will want to examine and seriously consider it for adoption.

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***Syllabi and Resources for Teaching Sociology of Development and Women in Development.*** Ali Akbar Mahdi, ed. Washington, DC: American Sociological Association Teaching Resources

Center, 1991. 363 pages. \$15.00 (ASA members). \$18.00 (nonmembers).

Publications from the ASA Teaching Resources Center are almost always useful. They are probably the most obvious way the association provides a real service to those of us who teach sociology. And in addition to helping with the practical problem of updating topics and revising reading lists, these collections offer an intriguing glimpse, however fleeting, of our professional colleagues' classroom work. While these collections vary in length, coverage, and completeness, most are fairly uniform products composed primarily of various course outlines, with some additional "resources" (assignments, exams, bibliographies, films, etc.). Despite their steady dependable utility, description of these volumes rarely require superlatives.

This volume, edited by Ali Akbar Mahdi, however, is exceptional, and represents a truly impressive effort! In addition to over 200 pages of relatively unedited teaching material, there are another 140 pages of appendices, annotated bibliographies, audio-visual resources, lists of periodicals/newsletters/software/databases, and even several pages of organizations, internships and funding opportunities in development education. The sheer volume of work and effort involved in putting this all together is staggering!

Mahdi opens the volume with an unusually detailed introductory essay. He notes, with some surprise and consternation, that this is the first ASA syllabus collection devoted to Third World development (although previous collections in "demography" and "comparative and historical sociology" did include relevant materials). The essay turns to the history of the sociology of development and tells of the paradigm shift from the early "modernization theory" perspectives to the now-dominant political economy and world-system approaches. While this discussion is pretty standard, Mahdi does usefully highlight how feminist critiques of both mainstream and radical development theories since the 1970s opened up the relatively unconceptualized and under-researched area of "women in development." The decision to make this the ancillary focus of the volume (six syllabi and separate lists and bibliographies) provides invaluable information on an area that, unfortunately and inexcusably, is often neglected. The final portion of the introduction describes the procedures used to solicit and select the teaching material, as well as a follow-up questionnaire that was sent to faculty whose syllabi were included.

In response to Mahdi's requests, 46 scholars sent 58 syllabi, of which half (29) are included in the volume. One of my few critiques of the collection is the way these are (or, rather, are *not*) organized. Instead of trying to group materials according to themes, topics, or areas (with the exception of those on "women in development"), the editor classifies them as "undergraduate,"

“graduate,” or “both.” As a result, generic courses are interspersed with regionally specific ones, old-line “modernization”-oriented syllabi with critical/radical outlines, and abstract theory-driven classes with those centered on technical issues of development planning and management. As if to highlight the inadequacy of this classification system, the very first syllabus under the heading “undergraduate courses” is clearly labeled as a seminar for “graduate students.” (Incidentally, this syllabus also prominently features procedures to follow in case of a “bomb threat,” fueling my paranoia that other people’s classes are far more provocative than my own!)

The teaching materials that are included reflect a large degree of diversity. The editor has included various theoretical/ideological perspectives, and has tried to be intentionally open to cross-disciplinary work (including anthropology and management/policy studies). A large number of the syllabi are oriented toward development and planning. Some of these are interesting attempts to knit together theory and praxis. Others are more technical and economic. Mahdi gives particular prominence to American University’s School of International Service “International Development Program,” which appears to be closely tied to the World Bank and the U.S. Agency for International Development (AID): he includes two syllabi from their faculty and devotes an appendix to a detailed description of their graduate program. This seemed a little odd given his own sketch of the radical/critical direction that the sociology of development has taken. (The Johns Hopkins University program in Comparative International Development would have been my choice to feature.) Personally, I felt that the materials from the broader classes most firmly grounded in sociological/political economy theorizing (there were several strong contributions here), as well as the syllabi on women in development, represented the strength of the volume and cited the most useful literature. I suspect that these will be the syllabi in the collection that are most widely cannibalized.

The singular contribution of the volume really lies in the painstakingly assembled and annotated lists and bibliographies which follow the syllabi. The first of these lists all the books used in all the syllabi submitted (as well as an additional 24 Mahdi obtained), with a “count” of books used in multiple courses. Next comes a “selected bibliography for development related courses” that is categorized by topic and region and runs about 60 pages (and the print here is very tiny!). Obviously, it’s not exhaustive, but it contains many important citations. My favorite list, and one that will be invaluable for course planning, is on audio-visual resources. Here Mahdi has compiled information on over 200 (!) films related to Third World development, including title, address and telephone number of distributors, and summary de-

scriptions for each movie and video. I *know* that I will be referring to this in the future! Other sections provide annotated entries on development-related periodicals, newsletters, directories, handbooks, statistical data, specialized software, teaching guides, funding agencies, internships, and even a bibliography of development bibliographies! At times all of this seems a bit overwhelming, but most instructors will find various sections useful (for instance, the description of software, “canned” databases, and simulation games caught my eye).

As someone who was recently drafted by the ASA Teaching Resources Center to compile one of these collections (on Comparative and Historical Sociology), I can attest to the time and energy it takes to persuade our fellow faculty to send in their materials (preferably in machine-readable form!). Professor Mahdi has gone far above and beyond the call of duty as a conscripted editor. The result is a volume that will be quite useful, and well worth the price. It will serve as an exemplary model for later volumes of what should be a regularly revised series of syllabus collections in the sociology of development.

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**Resource Materials for Teaching about Family Violence.** A. Goetting, ed. Washington, DC: American Sociological Association Teaching Resources Center. 108 pages.

I was very impressed with this valuable collection of syllabi and, especially, with the detailed descriptions of learning experiences pertaining to various aspects of domestic violence.

There are 19 college-level or graduate-level syllabi. The scope of these courses varies: some are limited to child abuse and neglect only, or violence against women; others encompass the full range of domestic violence topics and issues. The courses are offered in diverse disciplines: social work, criminal justice and corrections, anthropology and family studies. Eleven syllabi come from sociology departments or from combined departments of sociology and another discipline (criminal justice, anthropology).

With the exception of one community college-level syllabus, all of the syllabi are intended for upper-class and graduate students. Because I teach in a community college, I was disappointed that there were not more course outlines specifically directed towards the abilities and interests of my students. Ann Goetting’s syllabus states, “This course is intended for the academically sophisticated student.” I wonder how many community college students would meet that expectation.

In addition to the syllabi for college- and graduate-level academic courses, a police training and education course is included. This is a very thorough and detailed model course outline.