## **INDEX**

Abortion politics, 75-76 ACT UP (activist group), 12; activities and goals of, 39, 40-42, 283; at baseball games, 31, 35, 54; boundarycrossing strategies of, 49-51; characteristics of, 41-43; and civil society. 32, 36-37; decision-making in, 41; and the enemy, 43, 46, 51; formation of, 39; and the state, 37, 287; theatrical protest strategy of, 31-32, 40, 41, 44, 46, 48-51 AIDS: and media, 40-43, 47-48; and pharmaceutical companies, 46; as plague, 35, 36, 46-47, 52, 53; social work and, 23-24; state and, 37, 40, 43, 45-46, 49, 51, 282, 287 "AIDS and Its Metaphors" (Sontag), 35 AIDS Coalition to Network, Organize and Win (activist group), 36 AIDS Coalition to Unleash Power. See ACT UP (activist group) AIDS education, 223-24, 228, 259, 260; and distribution of condoms, 231-33, 238, 259; effectiveness of, 231, 233; ethnographic strategy of, 228-31, 241–42; funding of, 224, 231, 239– 40, 243; goals of, 229, 240-42; 243-44; outreach workers in, 232-38, 243-44, 260; politics of, 231-32, 238, 239, 240-42, 243-44; state and, 227-28, 231-32, 237; state and restrictions on, 232, 241-42; and sterilization of

needles, 230-33, 238, 241-42, 259; subject interviews in, 237; tensions in, 236-38; treatment strategy of, 228-30, 241-42 AIDS political activism, 1, 8, 12, 35-36, 53, 287; vs. gay political activism. 42-43, 54-55; and wider social goals, 40. 42 - 43Altman, Dennis, 40, 42 American Peace test (activist group), 58 Amigos (domestic workers cooperative), 139-40, 141-42; characteristics of, 143-45, 152-53, 155; compared with Choices, 146, 148, 150, 152-55; dealings of, with employers, 144, 153; and lack of English language skills. 144-45, 153-54; and lack of member training, 144-45 Anomalies, participant observation and, 9-11, 26-27, 36 Arato, Andrew, 72, 74 Autonomy, among ethnographers, 1, See also Power Bach, Robert L., 161 Baseball games, ACT UP at, 31, 35, 54 Bay Area Coalition against Operation

Rescue (activist group), 75-76

Bay Area Peace Test (activist group),

13-14, 31; activities and goals of, 58-

59, 60-61, 60-62; affinity groups in,

58, 68; and civil society, 59; decision-

Bay Area Peace Test (continued) making in, 58-59, 68-69; and idea of community, 65-66; internal structure of, 32, 60-62, 68-69; membership of, 61; philosophy compared with Beyond War's, 58-60, 71-75; and power, 59, 61-62, 64-65, 68-69, 73-74, 75; protest strategies of, 60-61, 64-65

Beane, Diane, 207

Becker, Howard, 223; and labeling theory, 23, 229, 241; Writing for Social Scientists, 294

Bernstein, Basil, 22

Beyond War (activist group), 31; activities and goals of, 58-59, 62-64, 71; and civil society, 59; and consciousness raising, 66-67; decision-making in, 58-59, 69-70; internal structure of, 69-71; intolerant of dissent, 70-71, 78; membership of, 62; missionary strategy of, 67; and new mode of thinking, 70; philosophy compared with Bay Area Peace Test's, 58-60, 71-75; and power, 32, 59-60, 63-64, 73-74, 75

Blumer, Herbert, 281 Boundary-crossing, as activist strategy, 40, 49-51

Bourdieu, Pierre, 22

Boy (Dahl), 183-84
Brothers Karamazov, The (Dostoevsky),

Burawoy, Michael, 56; Manufacturing Consent, 294

Bureaucratic regulation, of welfare services, 83-84, 88-90, 92, 93-95, 97-98, 100-101

Burton, Alice, 14-16, 84, 285 Bush, George, 45-46

California, evolution of welfare services in 86-87, 90

Cambodian immigrants, 1, 8, 19–20, 136; and English-language skills, 167–69, 174; family divisions of labor among, 170–73; official refugee status of, 136–37; as secondary migrants, 162–63; unemployment among, 164–66; and welfare services, 165–66, 167, 168, 175; women's role among, 19–20, 136–37, 161–62, 261, 283

Cambodian women: as community leaders, 161–62, 173–74, 175, 261, 286; education and training programs for, 167–68; as marginal entrepreneurs, 166–67; and security of community, 165, 167–68, 171; and working in social service programs, 169–70. Capitalist husiness firms, 111–12, 127.

Capitalist business firms, 111–12, 127 Capra, Fritjof, 75

Carroll-Seguin, Rita, 161

Case methods. See Ethnomethodology; Extended case method; Grounded theory; Interpretive case method

Caseworkers: alliances of, with clients, 83-84, 86-90, 93; functions of, 87-90, 103; and social activism, 87, 88-90. See also Eligibility workers (EWs); Social workers (MSWs)

Central American immigrants, 1, 8, 18–19, 136; women's role among, 18–19, 137

Choices (domestic workers cooperative), 139–40, 157; characteristics of, 145–49, 152–55; compared with Amigos, 146, 148, 150, 152–55; dealings of, with employers, 146–48; and English-language skills, 146–47, 148; member training in, 147–48, 149–50, 153–54 Cicourel, Aaron, 272

Civil disobedience, 58, 60-61, 64-66, 68, 75-76

Civil society: ACT UP and, 32, 36-37; new social movements and, 31-32, 38, 59

Classroom (public school): attempt at discipline in, 196–97; attempted use of authority in, 189–90; need for integrated authority in, 199–200, 201; participant observation in, 20–23, 184–87, 203, 209–10, 213, 216–20; role and experience of, 185–87; separated from school, 185, 186–87, 192–94, 199; students' power in, 188–89, 286

Cohen, Jean, 38, 72, 74
Collins, Randall, 281–82
Colonial regimes, 5, 74
Comer, James, 211
Community: Bay Area Peace Test and idea of, 65–66; Cambodian women and security of, 165, 167–68, 171
Community leaders, Cambodian women as, 161–62, 173–74, 175, 261, 286

Condoms, AIDS education and distribution of, 231-33, 238, 259 Consciousness raising, Beyond War and, 66-67

Cooperatives: future viability, 126–27; participant observation in, 16–17, 109, 113–14, 139–40, 296; personal empowerment in, 115, 121. See also Domestic worker cooperatives; Production cooperatives

Creative Initiative (foundation), 62

Dahl, Roald, 21, 185, 188, 198; Boy, 183-84

Dannemeyer, William, 49, 51 Democracy, and stability in the workplace, 110-11, 122, 125

Deviance: Foucault on, 43-44, 53-54; Goffman on, 44; identity and, 44-45, 48-51, 54; Kitsuse on, 44; labeling and, 32, 43, 50, 52; Lemert on, 44; and the state, 37, 45

Discipline and Punish (Foucault), 45
Discovery of Grounded Theory, The (Glaser
and Strauss), 275, 281-82

Discovery process, 8

Domestic work: compared with factory work, 142; nature of, 19, 142-43, 155-57, 159; pay scales for, 144, 150-52, 156; social organization of, 155-57

Domestic worker cooperatives: as communities, 148-49, 154; evolution of, 142-44, 145-46, 157-58; functions of meetings of, 145, 147-48; purposes of, 143-44; and self-respect, 148-49, 154, 158, 159, 283, 286-87

Domestic workers: employers' changing relationships with, 155–57; participant observation among, 18–19, 139, 158–60, 295; in the service economy, 151–52

Douglas, Jack, 272

Drug users: police and, 240-41; state and, 1, 24, 227, 230, 232, 240-41, 286

Durkheim, Emile, 262, 272 Dying, substantive theory and, 9

Earth First! (activist group), 75 Economic opportunities, among immigrants, 1, 17–18, 135, 140, 150, 152–53, 163–65, 175 Economy, fundamental changes in, 126-27

Education: interrelationships in, 1; and racial attrition rates, 203; social inequalities in, 181-82; social purposes of, 185-86. See also Classroom (public school); School; Teaching

Education, interactive. See Interactive education

Educational effectiveness, decline in, 181-82, 192-94, 195-98, 199-200

Eligibility workers (EWs): bureaucratic regulation of, 83-84, 97-98, 100-101; and client advocacy, 99-100, 102; functions of, 83, 85, 87-88, 91. 96-98, 99, 102; grievances of, 85. 96-97, 98, 100-102; harassed by supervisors, 98, 100-101; and lack of autonomy in the workplace, 84, 92, 96, 100-101, 103, 285-86; and lack of sympathy for welfare clients, 96-100; and racism, 100-101; relations of, with social workers, 15-16, 85, 86-87, 88, 95, 96, 100-102, 105: union activism by, 96, 98, 99-102. See also Social workers (MSWs) Employers, and domestic workers. 155-57

Empowerment, in cooperatives,

English-language skills: Amigos members and lack of, 144-45, 158-54; Cambodian immigrants and, 167-69, 174; Choices members and, 146-47, 148

English public schools, 183-84, 185, 188, 198-99

Environmental politics, 75

Epstein, Steven, 52

Ethnographers: autonomy among, 1, 25; biases and values of, 223–24; participant observation among, 223–25, 245–49

Ethnographic research projects, funding of, 224, 228, 238-39

Ethnography: Goffman on, 6; level of analysis in, 272-74; methodology, 4-5, 6, 250-51; and respect for the subjects, 251, 254-55, 256; significance in, 271-72, 281; and social determinism, 251, 259-60, 261-64; social distancing in, 257-58, 261, 263-64; and social silencing, 251, 254-56;

Ethnography: (continued) and voluntarism, 251, 260-61, 263-64; Winch on, 5; written presentation of fieldwork in, 200-202, 293-94, 297-98

Ethnomethodology: characteristics of, 272, 273, 275-76, 280

Extended case method, 6, 9, 19, 22, 26, 274: characteristics of, 278-79, 280-81; evolution of, 277-78; in participant observation, 271

Factory work, compared with domestic work, 142

Family: educational functions of, 185. 194: separated from classroom and school, 185, 188, 194-95, 197-98, 199-200, 201

Feminist politics, 75-76

Ferguson, Ann Arnett, 14, 16-17, 84, 286, 295, 296

Foucault, Michel, 185; on deviance, 43-44, 53-54; Discipline and Punish, 45; on social sciences, 5, 12

Fox, Kathryn, 23-24, 223-24, 286 Funding: of AIDS education, 224, 231, 239-40, 243; of ethnographic research projects, 224, 228, 238-39

Gamson, Joshua, 11-13, 31-33,

Gans, Herbert, on social sciences, 4 Garfinkel, Harold, 275; on social sciences, 4

Gartrell, Nadine, 22-23, 182, 286 Gay political activism, 39-40, 42-43; vs. AIDS political activism, 42-43, 54 - 55

Geertz, Clifford: and interpretive case method, 273, 278-79; on social sciences, 3, 4

Giddens, Anthony, on social sciences, 4 Gilbert, G. Nigel, 275-76 Glenn, Evelyn Nakano, 150 Gluckman, Max, 277

Goffman, Erving: on deviance, 44; on ethnography, 6

Gorbachev, Mikhail, 67

Gouldner, Alvin, 10, 23, 24, 25, 223, 224, 248, 262

Grounded theory, 272, 273; characteristics of, 5-6, 8-9, 14, 274-76, 280-82;

and social engineering, 282; symbolic interaction and, 276, 282

Habermas, Jürgen, 1-2, 72, 74, 284-85,

Housekeepers. See Domestic workers Hughes, Everett, 14, 274-75, 297 Hurst, Leslie, 21, 182, 286, 298

Identity, and deviance, 44-45, 48-51, 54

Imaginary Friends (Lurie), 76-77 Immigrant communities, participant observation in, 135-37, 139-40, 158-60. 175-77

Immigrants: and changing labor market, 140-42, 150-52; economic opportunities among, 1, 17-18, 135, 140, 150, 152-53, 163-65, 175; social constraints on, 17-18, 135, 140, 150, 157-58; and social service programs. 136-37; women economically predominant among, 135-36. See also individual ethnic groups

Immigration: increase in, 135-36, 140; sources of, 135, 140-41, 143

Injection drug users (IDUs). See AIDS education; Drug users

Interactive education: and parental monitoring, 212-13, 215-16; Project Interface and, 204, 208-9; students' reactions to, 209-10; as teaching strategy, 207-9

Interface Institute. See Project Interface (education program)

Interpretive case method: characteristics of, 272-73, 277-78, 280; Geertz and, 273, 278-79

Introduction to the Science of Sociology (Park and Burgess), 274

Jackall, Robert, 126 Justification process, 8

Kitsuse, John, on deviance, 44 Knorr-Cetina, K., 272 Knowledge: characteristics of, 252-53; sociology of, 24-25, 223, 224, 250, 297 Koch, Edward, 49 Kurzman, Charles, 23, 24-26, 27, 129, 224, 295-97, 298

Labeling, and deviance, 32, 43, 50, 52 Labeling theory, Becker and, 23, 229,

Labor market: immigrants and changing, 140-42, 150-52; in Stockton, 164--65

Labor movement, participant observation and, 15-16

Latina women. See Domestic workers; Domestic worker cooperatives Lemert, Edwin, on deviance, 44 Levin, Henry, 126 Lightfoot, Sarah, 212 Lipsky, Michael, 224, 235, 236

Mannheim, Karl, 225, 250 Manufacturing Consent (Burawoy), 294

Mathematics and science, African-American students' lack of exposure to, 205-6

Media, AIDS and, 40-43, 47-48 Metz, Mary, 186-87, 193, 199 Mills, C. Wright, on social sciences, 6 Modernity, new social movements and, 71 - 74

Mulkay, Michael, 275-76

Nation at Risk, A (1983) (U.S. National Commission on Excellence in Education), 181

Negotiated teaching: dynamics of, 187. 188-92, 193, 197-98; function of, 185, 186-87, 199-200, 202, 284, 286

Nevada Test Site, 13, 58, 60, 64-65, 78: Shoshone claims to, 65

New social movements: and boundarycrossing, 40; characteristics of, 12-14, 31-32, 37-38, 39, 53-54, 56-57; and civil society, 31-32, 38, 59; European theories of, 37-38; and modernity. 71-74; North American theories of, 37-38; and power, 1, 12, 14, 31-33, 59-60, 71-74; and the state, 31-33, 38, 40, 285

Northern California Green Alliance (activist group), 75

Objectivity, in social sciences, 3-4, 8 O'Connor, James, 15-16; on welfare services, 86, 87, 102

Outreach workers: in AIDS education, 232-38, 243-44, 260; characteristics

of, 232, 234, 236, 242, 259, 260; field conditions and strategies of, 232-34, 238; and limitations of social service programs, 234-36, 243-44; and police, 234, 240-41; as researchers, 236-38, 239-40, 243, 284

Parents: educational monitoring by, 212-13, 215-16; involvement of, in Project Interface, 203, 204-5, 211-16, 218, 219-20, 283-84; motives of. for enrolling students in Project Interface, 213-14; perceptions of public schools, 203-4, 215

Park, Robert, 11, 281

Parsons, Talcott, 223 Participant observation: among domestic workers, 18-19, 139, 158-60, 295; among ethnographers, 223-25, 245-49; and anomalies, 9-11, 26-27, 36: characteristics of, 2-4, 5, 7, 77, 104, 264, 284, 291, 296; in cooperatives, 16-17, 109, 113-14, 139-40, 296; disenchantment with, 78-79; extended case method in, 271; in immigrant communities, 135-37, 139-40. 158-60, 175-77; and labor movement, 15-16; methodology of, 2-7, 77-79, 88, 250-51, 254, 257-58, 271; perceived limitations of, 271-73; in public school classroom, 20-23, 184-87, 203, 209-10, 213, 216-20; as selfobservation, 23, 24-26, 55, 77-79, 104-7, 127-28, 131-32, 158-60, 175-77, 200-202, 216-20, 245-49, 264-68, 295-98, 299-300; in senior citizens' center, 255-56, 257; and sharing of field notes, 265-68, 293-96; of sociology class, 250-53, 255, 257, 259-60, 266, 284, 295-96, 299: teaching of, 292-300; and theorizing process, 9-11, 26-27, 55-57, 104-5, 107, 253-55, 266; Wholly Grains's reaction to, 127-32, 295; in the workplace, 14-17, 104-7, 253-55

Peace activist movements, 1, 8, 13-14,

Pharmaceutical companies, AIDS and,

Piven, Frances Fox. 237 Police: and drug users, 240-41; outreach workers and, 234, 240-41

Polish Peasant in Europe and America, The (Thomas and Znaniecki), 17-18

Pollner, Melvin, 276 Popper, Karl, 9-10

Power: Bay Area Peace Test and, 59, 61-62, 64-65, 68-69, 73-74; Beyond War and, 32, 59-60, 63-64, 73-74; and colonial regimes, 5, 74; nature of, 1-2, 14, 59-60, 61, 63-64; new social movements and, 1, 12, 14, 31-33, 59-60, 71-74; in production cooperatives, 120-22; state's explicit use of, 64-65; state's implicit use of, 73-74; in the workplace, 1, 83-84, 111-13, 115. See also Autonomy

Production cooperatives: characteristics of, 16–17, 109–10, 115, 125–26; and divisions of labor, 113–14, 124–26; evolution of, 109–11; and external politics, 118; fragility of, 109, 111; functions of meetings of, 114, 130; and innovation, 114–15, 117; organizational crises in, 118–19; power in, 120–22; relations of, with other cooperatives, 117–18

Project Interface (education program), 22, 286; characteristics of, 206; family characteristics of students in, 213–15; and interactive education, 204, 208–9; limitations of, 182, 215–16; parental involvement in, 203, 204–5, 211–16, 218, 219–20, 283–84; parents' motives for enrolling students in, 213–14; purposes of, 203, 205–6; sources of students, 206–7; teaching conditions in, 205, 211

Public schools. See Schools, public

Racism, eligibility workers and, 100–101 Ragin, Charles, 281 Reagan, Ronald, 45–46, 86 Resistance: methods of, 285–87; nature of, 1–2

Salzinger, Leslie, 18-19, 135-37, 286,

SANE/Freeze (activist group), 13, 72, 77-78

San Francisco Bay Area, cooperatives in, 17, 109, 116-17 Sassen, Saskia, 18-19, 135 Sassen-Koob, Saskia, 140-42, 150-51 Schiffman, Josepha, 13-14, 31-33, 287 School: classroom separated from, 185, 186-87, 192-94, 199; social interaction in, 21-23

Schoolchildren. See Students Schools, private. See Project Interface (education program)

Schools, public: attempt at discipline in, 197; parents' perceptions of, 203-4, 215; police function of, 192-93

School teachers. See Teaching

Scientific knowledge, sociology of. See Sociology of knowledge

Secondary migration, Cambodian immigrants and, 162-63

Second Industrial Divide, The (Piore and Sabel), 126-27

Self-observation: participant observation as, 23, 24–26, 55, 77–79, 104–7, 127–28, 131–32, 158–60, 175–77, 200–202, 216–20, 245–49, 264–68, 295–298, 299–300

Self-respect, domestic worker cooperatives and, 148–49, 154, 158, 159, 283, 286–87

Senior citizens' center, participant observation in, 255-56, 257

Service economy: domestic workers in, 151-52; growth of, 140-42

Shilts, Randy, 53

Shoshone Indians, claims to Nevada Test Site of, 65

Significance, in ethnography, 271–72, 281

Smelser, Neil, 11, 37

Social constraints, on immigrants, 17-18, 135, 140, 150, 157-58

Social distancing, in ethnography, 257–58, 261, 263–64

Social engineering, grounded theory and, 282

Social sciences: Foucault on, 5, 12; Gans on, 4; Garfinkel on, 4; Geertz on, 3, 4; Giddens on, 4; methodology of, 3-4, 251; Mills on, 6; objectivity in, 3-4, 8, 251; Touraine on, 3

Social service programs: Cambodian women working in, 169-70; careerist motivations in, 258-59; characteristics of, 234-36, 239-40; immigrants and, 136-37; outreach workers and limita-

tions of, 234–36, 243–44; sociology class's attitude toward, 258–60, 262

Social work, and AIDS, 23–24
Social workers (MSWs): autonomy of, in the workplace, 84, 91–92, 93–96, 102–3, 283; decline in client advocacy of, 91–92, 93–94; decline in social activism of, 91, 93–94; functions of, 83, 85, 87–88, 91, 94–95; grievances of, 90, 92, 93–95; relations of, with eligibility workers, 15–16, 85, 86–87, 88, 95, 96, 100–102, 105. See also Eligibility workers (EWs)

Sociology: structure of, 292-93; and welfare state, 261-63

Sociology class: attitude of, toward social service programs, 258-60, 262; biases and values of, 251, 257-60, 261, 263-64, 295-96; gender makeup of, 299; participant observation of, 250-53, 255, 257, 259-60, 266, 284, 295-96, 299

Sociology of knowledge, 24–25, 223, 224, 250, 266, 297; methodology of, 252–53

State: ACT UP and, 37, 287; and AIDS, 37, 40, 43, 45–46, 49, 51, 282, 287; and AIDS education, 227–28, 231–32, 237; deviance and, 37, 45; and drug users, 1, 24, 227, 230, 232, 240–41, 286; explicit use of power by, 64–65; implicit use of power by, 73–74; new social movements and, 31–33, 38, 40, 285; and restrictions on AIDS education, 232, 241–42 Stigmatization, 44–45, 46–48, 50, 52

Stockton (California): Cambodian enclave in, 162-66, 175; labor market in, 164-65; schoolchildren murdered in (1989), 161, 177

Street Corner Society (Whyte), 268
Students: and lack of classroom discipline, 182, 184, 189–90, 193–94; and power in the classroom, 188–89, 195, 197–98, 286; reactions of, to interactive education, 209–10

Students, African-American: and causes of low achievement, 203-5, 216; and lack of exposure to mathematics and science, 205-6; role models for, 207, 208, 210, 212, 214

Substantive theory, and dying, 9 Survival of a Counterculture (Berger), 202 Symbolic interaction, and grounded theory, 276, 282

Teaching: as babysitting, 185, 187, 190–91, 199; and mandatory promotion, 197; nature of, 292, 296–98; of participant observation, 292–300; and personal values, 195–96, 198; social conditions of, 184–85

Teaching, negotiated. See Negotiated teaching

Teaching strategy, 182, 190–91; focusing as, 190–91; interactive education as, 207–9; limitations on, 185–86; negotiations as, 185, 187, 202

Theorizing process, in participant observation, 9-11, 26-27, 55-57, 104-5, 107, 253-55, 266, 271

Tilly, Charles, 11

Tortilla Flat (Steinbeck), 202
Touraine, Alain, 31, 38, 266, 283, 284, 285; on social sciences, 3
Treichler, Paula, 53

Ui, Shiori, 18, 19-20, 135-37, 286, 298 U.S. Department of Energy, 65 U.S. Department of Health and Human Services, 50

U.S. Food and Drug Administration, 45, 47, 54

University of California, Task Force on Black Student Eligibility, 216-19

Van Velsen, Jaap, 278-79 Vietnamese immigrants, 20

Watney, Simon, 47
Watters, John, 229
Weber, Max, 10, 223, 250, 281, 284
Welfare clients: alliances of, with caseworkers, 83–84, 86–90, 93; decline in social activism of, 91, 93, 103; eligibility workers' lack of sympathy for, 96–100; and social activism, 87, 88–89; union's relationship to, 84, 85–86, 91, 93, 99–100, 103–4

Welfare rights organizations, 89, 103 Welfare services: bureaucratic regulation of, 83-84, 88-89, 92, 93-95; Cambodian immigrants and, 165-66, 167, 168, 175; characteristics of, 89Welfare services: (continued) 90, 97-98, 99; cutbacks in, 86, 88; evolution of, in California, 86-87, 90; O'Connor on, 86, 87, 102 Welfare state, sociology and, 261-63

Welfare workers. See Eligibility workers (EWs); Social workers (MSWs)

Welfare workers' union: and eligibility workers' activism, 96, 98, 99–102; establishment of, 88, 89–90; relationship of, to clients, 84, 85–86, 91, 93, 99–100, 103–4; rift in, 85–86, 102; strike by, 85–86

Wholly Grains (bakery cooperative), 16–17; conscious rejection of management by, 122, 283; and control of workplace, 84, 286; crisis of principles at, 119–20; decision-making in, 108–9, 111–15, 124; delivery shift crisis of, 123–26, 129, 131; efficiency standard crisis at, 122–23; growth of, 110; internal structure of, 83, 84, 110–11, 112–15; management crisis at, 120–22, 125; market niche of, 108, 116–17; reaction of, to participant observation, 127–32, 295; recruitment by, 109–10; reliance by, on

community environment, 111, 117-18, 119, 121, 122, 127; sources of membership for, 109-10, 117-18, 124

Willis, Paul, 186 Winch, Peter, on ethnography, 5 Wirth, Louis, 17

Women: as economically predominant among immigrants, 135-36; role of, among Cambodian immigrants, 19-20, 136-37, 161-62, 261, 283; role of, among Central American immigrants, 18-19, 137

Worker cooperatives. See Cooperatives Workplace: cooperative workers' control of, 84, 283; eligibility workers' lack of autonomy in, 84, 92, 96, 100–101, 103, 285–86; participant observation in, 14–17, 104–7, 253–55; power in, 1, 83–84, 111–13, 115; social workers' autonomy in, 84, 91–92, 93–96, 102, 283; stability of democracy in, 110–11, 122, 125

Writing for Social Scientists (Becker), 294

Zimmerman, Don H., 276 Znaniecki, Florian, 274