

## **CURRICULUM VITAE**

October 12, 2009

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### **After October 25, 2009:**

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### **Formal education:**

Ph.D., Sociology, March 1966 University of Southern California  
M.A., Sociology, August 1962 University of Chicago  
B.A., Sociology, June 1959 University of Southern California  
A.A., English, June 1957 Diablo Valley College, Concord, California

### **Positions held:**

- (10) Vice President for Academic Development and Overseas Programs; Professor of Sociology, 'Unuaki-'o-Tonga Royal University of Technology, Nuku'alofa, Tonga, Polynesia, South Pacific, 2005-.
- (9) Consultant, research, freelancing, Soft-Eclectic Solutions, 2001-present.
- (8) Associate Professor of Sociology, College of William & Mary, 1970-79; Professor of Sociology, 1979-2000.
- (7) Visiting Assistant Professor of Sociology, Ontario Institute for Studies in Education, University of Toronto, Summer 1970.
- (6) Visiting Assistant Professor of Sociology, University of Southern California, Summer 1969.
- (5) Assistant Professor of Sociology, University of Wisconsin (Madison), 1967-70.
- (4) Assistant Professor of Sociology, California State University at Fullerton, 1964-67.
- (3) Instructor in Sociology, University of Southern California, Summer 1964.
- (2) Lecturer in Sociology, Whittier College, Spring 1963.
- (1) Lecturer in Sociology, University of Southern California, 1961-64.

### **Special honors or awards:**

Phi Beta Kappa, Alpha Kappa Delta, Phi Kappa Phi, Norseman Award (language arts), Diablo Valley College, 1957; Louis S. Cohen award (Spanish), Diablo Valley College,

1957; semi-finalist, Rhodes scholarship competition, 1958; Woodrow Wilson fellowship, 1959; National Science Foundation fellowship, 1963; Bobbs-Merrill award in Sociology, 1964; Emory S. Bogardus social research award, 1965; semester research grant, College of William & Mary, 1977; summer research grant, College of William & Mary, 1980; semester research grant (for continuation of project on systems theory—q.v. below), College of William & Mary, 1984; semester research grant (for project on the “positivist controversy”), College of William & Mary, 1990; summer research grant, College of William & Mary, 1989; summer research grant (for project on AIDS epidemiology), College of William & Mary, 1992; semester research grant (for project on social theory), College of William & Mary, 1995; research leave, College of William & Mary, 1999-2000.

**Master’s thesis:**

Social Status, Mobility, and Political Extremism. University of Chicago, 1962. Duncan MacRae, Jr. and Morris Janowitz, Advisors.

**Doctoral dissertation:**

Alienation, Structural Strain, and Political Deviancy: A Test of Merton’s Hypothesis. University of Southern California, 1966. Thomas E. Lasswell, Advisor; Jon Simpson; Joseph Boskin.

**Memberships in professional associations:**

American Sociological Association  
Gemini Ink (literary association, San Antonio, TX)

**Non-refereed papers; edited newspaper and ‘zine publications:**

(14)

ANNOUNCEMENT

October 12, 2009

Michael August Faia, currently of Bandera, Texas and formerly a professor at William & Mary, has published a new historical novel entitled *Liberation Ichthyology*, which appears (in two parts) in **The Copperfield Review** ([www.copperfieldreview.com](http://www.copperfieldreview.com)), an online literary magazine that features historical fiction and non-fiction.

Faia’s novel addresses the campus issues and disruptions of the ‘sixties, at universities such as UC Berkeley, Wisconsin, Kent State, Cornell, and Columbia. Written in the tradition established by Andrew M. Greeley, *Liberation Ichthyology* incorporates a range of sociological and anthropological ideas. The major character, Agustín R. de Foliantes, is an anthropologist.

“The book is essentially creative non-fiction,” Faia states, a relatively new genre that encourages authors to fill in historical blanks.

Contact information: [mafaia1938@yahoo.com](mailto:mafaia1938@yahoo.com);  
[www.copperfieldreview.com](http://www.copperfieldreview.com)

- (13) Flight test: Final Approach. VIRGINIA GAZETTE (June 21, 2003).
- (12) Politics a bore? Trim the Constitution! VIRGINIA GAZETTE (January 25, 2003).
- (11) The measures of academe. VIRGINIA GAZETTE (October 2, 2002).
- (10) Homeowner meeting in progress. VIRGINIA GAZETTE (June 22, 2002).
- (9) Time for a speedy exit. VIRGINIA GAZETTE (April 13, 2002).
- (8) Apply to be an Exlax exec. VIRGINIA GAZETTE (February 27, 2002).
- (7) Sociological measurement I: The debunking function; or Will William & Mary Disintegrate Faster than Emory University? VIRGINIA DYNAMICS IN HIGHER EDUCATION, 1999, <http://www.virginiadynamics.com/>
- (6) Sociolog(omach)y: An Open Endorsement. PERSPECTIVES 14 (July 1991):4-5.
- (5) The Trouble With Feminist Theory. FOOTNOTES (American Sociological Association) 18 (February 1990): 8-9.
- (4) Online Searches as a Data Source. FOOTNOTES (American Sociological Association) 17 (March 1989): 4,9.
- (3) A Barking of Summer Dog Days. VIRGINIA GAZETTE (July 29, 1981).
- (2) Laughing along the Campaign Trail. VIRGINIA GAZETTE (October 22, 1980).
- (1) The Mastectomy Complex. WORM RUNNER'S DIGEST XIX (December 1977): 109-10.

**William & Mary support, and results:**

1999-2000, items numbered (27) through (29), in *Refereed publications*

1995, Faculty Research Assignment, drafts of two books entitled *Semantics, Syntactics, Empirics, and the Theory/Method Interface: RSVP to Sociology and System Theory, Simulation Experiments, and Other Delightful Contrivances: Social-science Applications Based on Maple.*

1992, summer grant, resulted in an article of approximately 17,000 words; presented at the meetings of the International Institute of Sociology, Paris, June 22, 1993.

1990, Faculty Research Assignment, resulted in book entitled *What's Wrong with the Social Sciences?*, University Press of America, 1993.

1989, summer grant, resulted in Chapter 6 of *What's Wrong with the Social Sciences?*

1984, Faculty Research Assignment, resulted in book entitled *Dynamic Functionalism: Strategy and Tactics*. Cambridge University Press, 1986.

**Book contracts:**

1993, University Press of America

1986, Cambridge University Press

1971, G. P. Putnam's Sons (Essential resources for this book were stolen by employees of an asbestos-removal company. Remaining segments of it were published in journals, q.v., below.)

**Results of previous research:**

***Refereed publications:***

(29) Differential Equation Modeling as a Source of Theoretical Insight: Four Disparate Examples. *QUALITY & QUANTITY* 36 (May 2002):169-95.

(28) "Three can keep a secret if two are dead": Weak ties as infiltration routes. *QUALITY & QUANTITY* 34 (May 2000):193-216.

(27) Social Structures and Speeding Trucks: A *Maple* Simulation with Experimentation. *MATHEMATICS AND COMPUTERS IN SIMULATION* 51 (February 2000):1-17.

(26) Excess female mortality and the Lotka-Volterra predator-prey interaction: An exercise in demographic modelling. Pp. 298-305 in S. K. Dey, J. P. Ziebarth, and J. M. Ferrandiz, editors. 1998. Special proceedings of IMACS '98, Alicante, Spain. Charleston, IL: Eastern Illinois University.

(25) Sex Discrimination in Faculty Salaries: Toward Cybernetic Regulation. *CASE ANALYSIS* 2 (Fall 1990):251-66.

(24) Cultural Materialism in the Functionalist Mode. *AMERICAN SOCIOLOGICAL REVIEW* 54 (August 1989):658-60.

- (23) On the Macrofoundations of Microdisasters. Pp. 393-406 in Gary A. Kreps (editor), *Social Structure and Disaster*. Newark: University of Delaware Press, 1989.
- (22) Dynamic Functionalism: An Exchange. *SOCIAL FORCES* 67 (September 1988): 247-49.
- (21) Willful, Deliberate, Premeditated and Irrational: Reflections on the Futility of Executions. *STATE GOVERNMENT* 55 (1982): 14-21; abbreviated version published as: Capital Punishment: A Death Row Game. *WILLIAM & MARY ALUMNI GAZETTE* 49 (July-August 1981): 22-27.
- (20) Selection by Certification: A Neglected Variable in Stratification Research. *AMERICAN JOURNAL OF SOCIOLOGY* 86 (March 1981): 1093-1111.
- (19) Teaching, Research, and Role Theory. Pp. 35-45 in Philip G. Altbach and Sheila Slaughter, eds., *THE ACADEMIC PROFESSION*, Philadelphia: American Academy of Political and Social Science, published as *ANNALS* 448 (March 1980).
- (18) The Vagaries of the Vignette World: A Comment on Alves and Rossi. *AMERICAN JOURNAL OF SOCIOLOGY* 85 (January 1980): 951-54.
- (17) Discrimination and Exchange: The Double Burden of the Female Academic. *PACIFIC SOCIOLOGICAL REVIEW* 20 (January 1977): 3-20.
- (16) Will Unions Make Us Less Professional? *COLLEGE ENGLISH* 38 (September 1976): 1-14.
- (15) Secularization and Scholarship Among American Professors. *SOCIOLOGICAL ANALYSIS* 37 (Spring 1976): 63-73.
- (14) How and Why to Cheat on Student Course Evaluations. *LIBERAL EDUCATION* LXII (March 1976): 113-19.
- (13) Teaching and Research: Rapport or Mesalliance? *RESEARCH IN HIGHER EDUCATION* 4 (1976): 235-46.
- (12) Productivity Among Scientists: A Replication and Elaboration. *AMERICAN SOCIOLOGICAL REVIEW* 40 (December 1975): 825-29.
- (11) Sex Differentials in Academic Salaries. *SCIENCE* 190 (19 December 1975): 1154-58.
- (10) The Myth of the Liberal Professor. *SOCIOLOGY OF EDUCATION* 47 (Spring 1974): 171-202. Abstracted in *HUMAN BEHAVIOR* 4 (January 1975): 62-63.

- (9) A Comment on "Organization Structure and Communications." AMERICAN SOCIOLOGICAL REVIEW 37 (August 1972): 500-501.
- (8) On College Graduation and Occupational Performance: The Mythology of Certification. COLLEGE AND UNIVERSITY 47 (Fall 1971): 70-78.
- (7) Professors and Pressure: Some Structural Sources of Support for a Teachers' Union. SOCIOLOGICAL INQUIRY 40 (Winter 1970): 145-58.
- (6) College Grades as Graduate Admission Criterion. IMPROVING COLLEGE AND UNIVERSITY TEACHING 17 (Summer 1969): 187-90.
- (5) Straight With No Cop-Outs. SOCIAL PROBLEMS 16 (Spring 1969): 525-27.
- (4) Dunce Cages, Hickory Sticks, and Public Evaluation: The Structure of Academic Authoritarianism. CONNECTIONS (special edition; refereed by student editorial staff), University of Wisconsin, 1968.
- (3) On Alienation, Structural Strain, and Deviancy: A Reply (dissertation spinoff). SOCIAL PROBLEMS 16 (Summer 1968): 117-20.
- (2) Alienation, Structural Strain, and Political Deviancy: A Test of Merton's Hypothesis (dissertation spinoff). SOCIAL PROBLEMS 14 (Spring 1967): 389-412. Abstracted in TRANS-ACTION 4 (October 1967): 4.
- (1) A Proposal for the Standardization of Type II Error in the Replication of Social Research. SOCIOLOGY AND SOCIAL RESEARCH 51 (October 1966): 87-93.

**Books:**

Database: WorldCat

Query: au: Michael and au: Faia

- 1 Dynamic functionalism : strategy and tactics /  
Author: Faia, Michael A. Publication: Cambridge  
[Cambridgeshire] ; New York : Cambridge University Press, 1986  
Document: English : Book Internet Resource Libraries Worldwide:  
292 COLLEGE OF WILLIAM & MARY
- 2 What's wrong with the social sciences :  
the perils of the postmodern /  
Author: Faia, Michael A. Publication: Lanham, MD :  
University Press of America, 1993 Document: English : Book  
Libraries Worldwide: 161 COLLEGE OF WILLIAM & MARY
- 3 Alienation, structural strain, and political deviancy:  
a test of Merton's hypothesis.  
Author: Faia, Michael A. Publication: Ann Arbor,  
University Microfilms, 1966, ? Document: English : Book :  
Microform Libraries Worldwide: 1

**Abstracts published in conference proceedings:**

(3) Social Structures and Speeding Trucks: A *Maple* Simulation with Experimentation. Proceedings of the Third International IMACS (International Association for Mathematics and Computers in Simulation) Conference on Applications of Computer Algebra. Maui, Hawaii, July 1997. See:  
<<http://math.unm.edu/ACA/1997/Proceedings/Authors.html>>

(2) On the Uses and Development of On-Line Taxonomies in Social Science Research. American Sociological Association (refereed roundtable), Chicago, 19 August 1987. Abstract appears in SOCIOLOGICAL ABSTRACTS 35/3 Suppl. 147, p. 42.

(1) Some Algebraic and Graphic Techniques for Teaching Multiple Regression Analysis (Abstract), PROCEEDINGS OF THE SIXTH ANNUAL SPSS USERS AND COORDINATORS CONFERENCE, Chicago: ISSUE, Inc., 1982: 394.

**Invited papers and talks:**

(8) Where do “word problems” in mathematics come from? Third International IMACS (International Association for Mathematics and Computers in Simulation) Conference on Applications of Computer Algebra. Maui, Hawaii, July 24, 1997.

(7) The perennial centrality of the systemic mode; or, The Elders paradox: Functionalism may make you blind, but it cannot give you AIDS or an unwanted pregnancy (1996). Special session on “Functionalism in New Theoretical Syntheses,” Eastern Sociological Society, Philadelphia, 1995.

(6) The Social Effects of Technology. Southern Sociological Society, New Orleans, LA, April 1992.

(5) From After the Future to Before the Past: The Epistemology of Postmodernism. Eastern Sociological Society/D.C. Sociological Society, Arlington, VA, April 1992.

(4) The Social Context of AIDS. Student Pugwash Conference, William & Mary, November 1991.

(3) “Machines Who Think” and the Future of Sociology. University of South Carolina, 9 October 1986.

(2) Discussant, Disaster Symposium, College of William & Mary, May 1986.

(1) Discussant, Section on Societal Development and Change, Southern Sociological Society, New Orleans, 11 April 1986.

***Contributed papers and talks; editorial services:***

(27) Since 2003 in Texas and 2006 in Polynesia, I’ve presented many readings and talks based on my fiction, have taught several seminars and classes primarily on social research methods and on writing, and have done substantial amounts of editorial work on behalf of many writers.

(26) “Ready, Fire, Aim”: Social Systems and Rational Choice. Association for Computer Algebra, Albuquerque, May 2001.

(25) A less than harmonious paradox: Lorenz, Gini, and Wilson on socioeconomic inequality among black Americans. American Sociological Association, Chicago, 1999.

(24) “Three can keep a secret if two are dead”: Weak ties as infiltration routes. American Sociological Association, San Francisco, August 25, 1998.

(23) Social Structures and Speeding Trucks: A *Maple* Simulation with Experimentation. Southwestern Social Science Association, New Orleans, March 1997.

(22) Sociological theory := Cybermodels by ADA by POET (Part II). International Institute of Sociology, Trieste, July 1995. [This presentation turned out to be a general

discussion of a volume currently in rough draft, entitled *Semantics, Syntactics, Empirics, and the Theory/Method Interface: RSVP to Sociology.*]

(21) American Women and the Agony of AIDS: Risks and Adaptations. International Institute of Sociology, Paris, June 1993.

(20) Theory and Method as Strategies of Search. Eastern Sociological Society/D.C. Sociological Society, Arlington, VA, April 1992.

(19) Technology and Social Change: The Impact of Online Taxonomies on Social Science Research and Theory. International Institute of Sociology, Rome, 1989.

(18) The first time: sexual initiation, opportunity costs, and minority status. Southern Sociological Society, Nashville, March 1988 (presented by Chris Flippo).

(17) Apples, Oranges, and Bananas: On the Development and Uses of Online Taxonomies in Social Science Research. American Sociological Association (refereed roundtable), Chicago, 19 August 1987.

(16) Can Anti-science Save Us? Southern Sociological Society, Atlanta, April 1987.

(15) Special reader, SOCIOLOGICAL FOCUS, 1986.

(14) Some Algebraic and Graphic Techniques for Teaching Multiple Regression Analysis. ISSUE, Inc. (International SPSS Software Users Exchange), New Orleans, 12 October 1982.

(13) Dynamic Functionalism: A Theoretical and Methodological Armamentarium. Southwestern Sociological Association, Houston, 1980.

(12) Selection by Certification: A Neglected Variable in Stratification Research. Eastern Sociological Society, New York, 1979.

(11) Special reader, HIGHER EDUCATION, 1977-79.

(10) Discussant, section on "Socialization, Impacts of Conflicting Value Systems." American Sociological Association, New York, August 1976.

(9) Impact of Professional Rewards on Teaching. Panel presentation at annual meeting of the Eastern Sociological Society, Boston, 1976.

(8) Reward Structures, the Merit System, and the Motivation to Excel. University of California at Irvine, 19 February 1975.

- (7) *Secularization and Scholarship Among American Professors*. American Sociological Association, Montreal, 1974.
- (6) *Salary Discrimination, Role Assignment, and Exchange: The Double Burden of the Female Academic*. Eastern Sociological Society, Philadelphia, 1974.
- (5) *The "Myth" of Functional Analysis: A Critique of Kingsley Davis*. International Institute of Sociology, Caracas, 1972.
- (4) Special reader, *AMERICAN SOCIOLOGICAL REVIEW*, 1972-74.
- (3) *The Myth of the Liberal Professor*. Pacific Sociological Association, Portland, Oregon, 1972.
- (2) *Conflict and Repression: The Social Control of the Oedipus Complex*. International Institute of Sociology, Madrid, 1967.
- (1) *Patterns of Tenure in the House of Representatives: A Life-Table Study*. International Institute of Sociology, Madrid, 1967.

***Reviews, books and software:***

- (10) Review essay on Levy, C. Michael and Marc W. Durnin. 1981. *FIRM: Florida interactive Modeler: Author and Programmer Manual*. Iowa City: CONDUIT. 196pp., no price indicated; Elliott, Jeffrey D., Thomas K. Srull, Marc W. Durnin, and C. Michael Levy. 1983. *FIRM: Florida interactive Modeler: Volume I: The Nature of Attitudes and Attitude Change*. Iowa City: CONDUIT. 97 pp., no price indicated; MUL329I (floppy disk): V1.1/1-87; PSY346I (floppy disk): V1.1/3-87, *TEACHING SOCIOLOGY* 17 (April 1989):277-79.
- (9) Review of Randall Collins, *THREE SOCIOLOGICAL TRADITIONS* and *THREE SOCIOLOGICAL TRADITIONS: SELECTED READINGS*, in *CONTEMPORARY SOCIOLOGY* 15 (May 1986): 485-86.
- (8) Review of Richard D. Mandell, *THE PROFESSOR GAME*, in *HIGHER EDUCATION* 8 (May 1979): 348-49.
- (7) Review essay on Alvin C. Eurich, *REFORMING AMERICAN EDUCATION*; and Robert P. Wolff, *THE IDEAL OF THE UNIVERSITY*, in *PSYCHOLOGY TODAY* 4 (January 1971): 8ff.
- (6) Review of Jean Hyppolite, *STUDIES ON HEGEL AND MARX*, in *AMERICAN SOCIOLOGICAL REVIEW* 35 (August 1970): 767-68.

(5) Review essay on Charles Frankel, EDUCATION AND THE BARRICADES; Immanuel Wallerstein, UNIVERSITY IN TURMOIL; and James S. Kunen, THE STRAWBERRY STATEMENT, in PSYCHOLOGY TODAY 3 (October 1969): 12ff.

(4) Review of Kurt Vonnegut, Jr., WELCOME TO THE MONKEY HOUSE, in PSYCHOLOGY TODAY 2 (January 1969): 6ff.

(3) Review of Philip M. Hauser, THE POPULATION DILEMMA, in SOCIOLOGY AND SOCIAL RESEARCH 48 (April 1964): 370-72.

(2) Review of John C. Ball, SOCIAL DEVIANCE AND ADOLESCENT PERSONALITY, in SOCIOLOGY AND SOCIAL RESEARCH 47 (July 1963): 482-83.

(1) Review of Thomas B. Bottomore, SOCIOLOGY: A GUIDE TO PROBLEMS AND LITERATURE, in SOCIOLOGY AND SOCIAL RESEARCH 47 (April 1963): 361-62.

**Fiction and Creative Non-Fiction:**

The following fictional works are under submission as time permits. The final item is the title page and table of contents for a book that is mainly satire.

- The Double Pendulum* (novel, in process; includes the novella, *Liberation Ichthyology*, q.v. above)
- The Name of the First is Pison* (novel, completed 2007)
- Amorous Relationships* (screenplay, completed 2001)

**Chicken Soup  
for Soulless Geeks**

or

**Clever Words  
for Average Nerds**

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**Aspirations:**

In recent years I have become involved in writing humor, especially satire, and fiction with a sociological orientation. See the appropriate items above, under *Work in progress*.

Along with a relatively new course in mathematical sociology, I wish to start a course on Sociology Through World Literature, emphasizing works such as Lewis Coser's *Sociology through Literature*.

**M.A. thesis committees:** [Note that the William & Mary postgraduate program in sociology ended in the early 'nineties.]

(10) Christopher Hailey. Running on empty: The myth of the automobile in three works by Chester Himes, 1991 (committee member).

(9) Chris Flippo. When women say yes: sexual initiation, opportunity costs, and minority status, 1987 (chairman).

(8) Douglas C. Schmidt. Resource allocation at the university: research on the determinants of faculty morale, 1986 (chairman).

(7) Charles P. Schober. Cumulative advantage and scientific productivity, 1984 (chairman).

(6) Emilie P. Walter. The impact of feminism on subjective class identification, 1983 (chairman).

(5) Christina Yaw. The deterrent efficacy of capital punishment on the homicide of law enforcement officers, 1982 (chairman).

(4) Paul Pigulski. The weather underground: a study in mobilization, 1981 (committee member).

(3) Elizabeth A. Monk. Consciousness and its reproduction in higher education, 1976 (committee member).

(2) Thomas Rupnow. Faculty attitudes toward student activism and academic reform, 1975 (chairman).

(1) Carter B. Finn. Religion, philosophy, and the second law of thermodynamics, 1974 (committee member).

**Courses taught:**

(Courses marked with asterisks have been taught since 1990.)

- (1) \*Introduction to Sociology
- (2) \*Statistics for Sociologists (taught at 'Unuaki-'o-Tonga Royal University, 2006)
- (3) \*Social Problems (new course, Fall 1996)
- (4) Social and Cultural Origins
- (5) World Race Relations
- (6) Social Movements
- (7) \*Population Problems
- (8) Contemporary Sociological Theory
- (9) Collective Behavior
- (10) Seminar: Sociology of Contemporary Institutions
- (11) Sociology of Education
- (12) Seminar: Issues in Contemporary Higher Education
- (13) Seminar: Sociological Theory in Education
- (14) Theory Construction
- (15) Sociology of Occupations: The College Professor
- (16) Radical Perspectives on Contemporary Societies
- (17) Social Aspects of Scientific Creativity
- (18) Capital Punishment and Deterrence
- (19) \*Class, Status, and Power
- (20) Advanced Data Analysis
- (21) Methods of Social Research
- (22) \*The Social Impact of Computers, Cybernation, and the Communications Revolution
- (23) Babies by Choice or by Chance: Social and Psychological Dimensions of Human Fertility (new course, 1989)
- (24) American Studies through the Lens of Social Science (AmSt seminar, Fall, 1989)
- (25) \*The Social Effects of Aviation (new course, 1991)
- (26) \*Sociology through Literature: An Updating of Coser (independent studies course, Spring 1993, in Spanish)
- (27) \*Comparative Sociology (new course, Spring 1993)
- (28) \*Mathematical Sociology (new course, Fall 1998)

***New Course description:***

The course has four essential components. First, it introduces students to several sub-divisions of mathematics, including calculus, differential equations, linear algebra, number theory, and probability/statistics. Second, it introduces many social-science applications of various mathematical tools and models. Third, it requires that students carry out mathematical applications by means of CAS's such as Maple or Mathematica. Finally,

students will undertake projects involving social-science applications of mathematics. Permission of instructor required.

**Recent course evaluations:**

(1) Following is a transcription of comments made by students in a senior-level seminar on society and technology, Spring 1998. All students filled out questionnaires.

“Incredibly well-read and knowledgeable of the subject, as well of life itself. Always something interesting to say or do to push the class discussion in new directions. Great selection of texts.”

“Freedom for class to elect topics of interest.”

“Freedom was given to explore personal avenues in learning the course objectives. I definitely learned an abundance of information in sociological principles, especially how to learn and think in a parallel manner.”

“Professor was very interested in the class. He was enthusiastic about the technology of computers and airplanes. I liked the class a lot.”

“The professor was readily available to students. The course was informative and dynamic.”

“Interesting material, I learned a lot, but organization was unclear.”

“Good class discussion—I learned a lot about technology.”

(2) The following is a transcription of comments made by students in a lower-division course on social problems, Fall 1997. About half the students filled out questionnaires.

“I think the subjects he chose for our study were very interesting.”

“Professor Faia is easy to talk to, approachable, always willing to answer a student’s questions. He goes over the exam fully when we get it back.”

“... the professor is very knowledgeable in the field of sociology ... at times entertaining ...”

“Faia seems to be very well read and knowledgeable ... His incorporation of recent studies and research is helpful ...”

“Professor is especially good at research and analysis ...”

“He is very approachable and non-intimidating. Reading material was good ...”

“The professor was very fair and entertaining ... his thoughts are advanced.”

“... Faia is a very well learned man when it comes to the Social Sciences.”

“Professor does know the material very well.”

“In this course I especially enjoyed the textbooks. They were well planned out and the reading was challenging. Having never taken a sociology class before, it took me a while to get used to the concepts. But I feel I learned them. The professor was especially encouraging because he encouraged us to do research on our own and not to always take what he stated.”

“He’s strong at explaining the material and involving quantitative reasons in why theories are supportable or not. He seems like a darn cool professor ...”

“I think Professor Faia has a lot to bring to this class. He seems to have a vast knowledge of the subject.”

“Brought in relevant and current topics for discussion; kept class up to date.”

“He stuck to his syllabus well.”

“Professor Faia was an excellent professor whose lectures were very interesting. He was well prepared and incorporated a lot into the course. Because of him I’m thinking of majoring in Sociology.”

“I enjoyed ‘unanticipated course content’ introduced into lectures. A fair grader in the sense that Prof. Faia realized the difficulty of some of his exam questions.”

“He is a great person, easy to talk to and insightful ... He was always available when I needed help, and he is a very fair grader.”

“Prof. allowed students to open up and get involved in class regardless as to student opinions and agreement to prof’s opinion.”

“Prof. Faia is very knowledgeable and very friendly, & I think he tries to include some really interesting information. ... Prof. Faia was extremely fair and generous in his grading. I can tell that he really wants us to learn, he’s very excited about sociology ... Prof. Faia was always ready to be helpful ...”

“... he was willing to talk to me (and other students) ... and actually seemed interested when I came to his office. He’s a nice person.”

“Prof. Faia obviously has a passion for his field and is intelligent.”

“Professor never missed a class, ... seemed to be knowledgeable.”

“I felt that this course was very rigorous and academically stimulating. It taught me to really understand the problems that exist in our society as well as in some foreign societies. ... I think the class is very good ...”

[NB: From this point onward we read responses to my own form, which asks specifically for “... ways in which you believe this course could be improved.”]

“1 - should deal more with current and innovative ideas—not less, 2 - the lectures jump around a lot, but they are similar to a cybercavern. There are many links that you can choose to explore. A student question hits another link and changes the subject. It is confusing at times, but you always clarify if asked to do so. However, the lectures are interesting and cover a lot of material in a short time, 3 - you were always willing to help via your office, e-mail, or after class and answered any questions during class that time permitted—nice job. 4 - Handles class well ...”

“You explain things pretty well and you seem to know the material.”

“I think the content of the course is quite interesting and appropriate to the task. ... he seems very available to help students.”

“All were well” [re four headings for organizing this critique].

“We covered a lot of interesting material ... Prof. Faia was always very friendly and helpful outside of class and happy to answer questions ... Prof. Faia was very laid back and funny, which I liked, [and] he was usually extremely generous in his grading.”

“You were very helpful in your willingness to help students if they came to you, which was much appreciated.”

“Faia’s willingness for outside help was good, and he obviously has a passion for his field.”

“Mr. Faia attempted to be helpful any time something was asked of him.”

“I felt that the class content was very interesting and beneficial. ... I felt the instructor was very open to new ideas and always willing to give advice if we had a problem in the class.”

“The instructor’s handling of the class was good ...”

“Mr. Faia was always willing to talk during his office hours.”

“... Faia seems very approachable and willing to help.”

“Keep doing up to date lectures & subjects.”

“The course content was pretty good.”

“1) The course content was well-understood and drew upon different aspects. I thought it was a good representative study. 2) Well organized and specifically laid out but allowed for further discussion of ideas. 3) Very helpful outside of class. 4) Well-managed class. Was interesting and kept me on my toes.”

“The course was well organized except that we never knew what to expect.”

“The organization was good—everything was outlined in the course packet/syllabus.”

“The supplemental readings were exceptional. ... Prof. Faia was extremely helpful outside of class. He was always available for help.”

It should be noted that virtually all my students rate me very highly on availability, helpfulness, and friendliness outside class.