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**Faculty Working Papers**

**A SURVEY OF RESEARCH OPPORTUNITIES  
IN SOVIET AND EAST EUROPEAN STUDIES**

**James R. Millar and Donna Bahry**

**#192**

**College of Commerce and Business Administration  
University of Illinois at Urbana-Champaign**



FACULTY WORKING PAPERS

Bureau of Economic and Business Research  
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## A Survey of Research Opportunities in Soviet and East European Studies

James R. Millar  
Donna Bahry  
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Our purpose and procedures are explained in the cover letter that accompanied the questionnaires:

"Now that the period of rapid growth of Soviet and East European studies has apparently come to a close, the question of whether or not the existing allocation of talent and effort is optimal has become much more pressing. Several prominent scholars have argued that it is not.

It seems worthwhile to attempt to ascertain for the various disciplines whether there are significant discrepancies between the existing distribution of scholarly effort and the judgments of active scholars in the field as to what the allocation ought to be. The results of the survey ought to be especially valuable to graduate students, whose interests are the most mobile, and who are freest to go where the spirit moves them. But the results should also be of interest to established scholars, if only for comparison with their own assessments.

Would you be good enough to help in identifying where the important frontiers of Soviet and East European studies now lie within your own discipline? Since the number of active specialists in the various disciplines is relatively small, your response will count heavily and is needed. Completion of the questionnaire should not take more than 10-15 minutes, and the time spent could prove of considerable benefit for the field.

Instructions for the enclosed questionnaire are as follows:

I. Simply proceed down the list of specialties, and for each, indicate in Column (1) which specialties, in your judgment, ought to receive more attention ("M") or less attention ("L") from members of your discipline specializing in the Soviet and East European area. Where you



feel the allocation of research resources is about right, put an ("R"). Leave the others blank. The criterion should be your own evaluation of the state of the profession, and it should reflect your appraisal of the quality as well as the quantity of man-hours devoted to the various specialties. Blank spaces are provided at the bottom for any specialties you feel ought to be included in the list. II. Indicate in Column (2) of the questionnaire the specialties on which your own research effort is being concentrated ("S") and those into which you would encourage your better graduate students ("G"). III. Indicate in Column (3) whether your judgment refers exclusively to the Soviet area ("SU") or to the Eastern European area ("EE"). Otherwise leave Column (3) blank.

We hope that you will take the trouble to respond."

Questionnaires were developed for four disciplines: economics, history, sociology and political science (including international relations).\* The sample was drawn from the 1971-1973 membership directory of the AAASS, and included for all four disciplines only those members who reported holding a Ph.D., and/or a teaching position at the instructor or higher level, and/or a research post in the field. For history, the sample was further restricted to include only those specialists who claimed as fields "20th century Russia and/or Eastern

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\*We would like to express our appreciation to those who served as consultants in designing the various questionnaires: Morris Bornstein, Elizabeth Clayton, Norman Denzin, Alexander Vucinich, Jan Gorecki, Ralph Fisher, David Ransel, Sam Ramer, Bob Miller and Jerry Hough. They are, of course, not responsible for any remaining errors of commission or omission.



Europe," the "Soviet Union and socialist countries," "revolutionary movements," or "socialist theory." The sample included also the members of the Editorial Board of the Slavjc Review.

A second mailing was made for each discipline to non-respondents, and the total response rate for each was: Economics - 54%; Political Science - 55%; Sociology - 72%; History - 61%. For all disciplines except sociology, very high rank order correlations were obtained between responses to the first and second mailings (.001 level, see Appendix A).

The results of the survey are presented in Tables I-IV. Responses are presented separately for the Soviet Union and for Eastern Europe, and stub entries are arranged according to the rank order of "More minus Less" responses for specialists in Soviet affairs. It is important and interesting to note that high rank order correlations were obtained for all four disciplines between responses to the Soviet and the East European portions of the questionnaire. The most striking differences are to be found in responses to the history questionnaire, as might be expected, because of the differential applicability of entries pertaining to specific historical periods, e.g., "NEP," "October revolution."

The questionnaires also asked respondents to identify their own specialties as a control. Generally speaking, for all disciplines, specialists tended to rank their own areas of interest somewhat higher than did non-specialists. Nonetheless, high correlation were obtained for all fields for rank orders of "more minus less" (Columns 6 and 12) including and excluding specialists. Moreover, although the sparing use of the "less" response for all disciplines very probably indicates a preference for expanding disciplines, the results nonetheless indicate clearly a recognition of a need to reallocate resources



TABLE 1. WHICH FIELDS NEED MORE (LESS) ATTENTION

## ECONOMICS

Field (1)	USSR						Eastern Europe					
	Total Response (2)	Right (3)	More (4)	Less (5)	Rank Order More (4) Minus Less (5) (6)	Rank Order Encourage Grad. Students (7)	Total Response (8)	Right (9)	More (10)	Less (11)	Rank Order More (10) Minus Less (11) (12)	Rank Order Encourage Grad. Students (13)
Technological Change	40	6	33	1	1	2	38	6	30	1	2	2
Income Distribution & Distribution Theory	44	7	34	3	2	1	42	7	33	3	1	1
Regional & Urban Economics	36	9	25	2	3	4	34	8	24	2	4	4
Money, Credit & Banking	35	12	22	1	4	17	31	11	19	1	7	17
Fiscal Policy	32	8	22	2	5	25	34	8	25	1	3	10
Intra-Bloc Economic Relations	38	11	23	4	6	17	37	10	24	3	5	17
Incomes Policies	30	7	21	2	6	17	30	7	21	2	6	10
Human Resource Economics	35	10	21	3	6	10	32	10	18	3	13	17
Monetary Theory & Policy	33	9	20	3	9	12	32	9	20	3	8	10
East-West Trade	41	17	20	3	9	8	38	16	19	2	8	8
Regional & Local Finance	32	9	20	3	9	17	29	8	18	3	13	26
Industrial Organisation	34	9	20	4	12	17	32	9	19	4	13	17
Applied Econometrics	33	6	21	5	12	3	33	7	20	5	13	3
Industry Studies	36	13	19	4	14	25	33	11	18	4	20	30
Health, Educ., Welfare	31	12	17	2	14	17	31	10	19	2	8	17
Income & Employment Theory	32	11	18	3	14	12	30	11	17	2	13	17
International Economics	36	13	18	4	17	25	35	12	19	3	11	16
Agricultural Economics	36	12	19	5	17	25	31	12	16	3	21	34
Econ. Fluctuation & Stabilization Policies	30	5	19	6	19	25	29	5	19	6	21	17
Environmental Economics	37	12	19	6	19	37	35	12	17	6	25	41
Economic History	34	11	18	5	19	12	33	8	20	5	13	10
Welfare Programs/Applied Welfare Economics	36	6	20	8	22	12	35	5	20	8	24	10
Public Finance	35	16	17	5	22	40	34	14	18	2	11	34
Price Formation	46	13	24	12	22	6	43	12	23	8	13	4
Econ. of Peace/Disarmament	29	9	16	4	22	43	27	9	14	4	27	43
Economic Systems	41	19	16	5	26	25	42	20	17	4	21	26
Statistical Methods	36	16	15	5	27	33	34	16	14	4	27	30
Theories of Econ. Planning	41	14	18	9	28	8	39	13	18	8	27	8
Natural Resources; Land Economics	31	17	11	2	28	12	28	17	9	1	31	26
Consumer Economics	33	16	13	4	28	25	32	15	14	3	25	17
Econometrics (Planimetrics)	38	13	17	8	28	10	36	13	15	8	33	10
Population	33	19	11	3	32	40	30	17	10	3	33	43
Economics of Property Rights	30	12	13	5	32	37	30	13	12	5	33	34
History of Econ. Thought	36	15	14	6	32	33	33	14	13	5	31	30
War/Defense Economics	34	12	15	7	32	43	28	11	12	5	33	46
Statistical Data	37	19	13	5	32	17	35	19	13	3	27	10
Planning & Reform	44	15	18	11	37	4	41	15	16	10	37	4
Social Accounting	35	14	13	8	38	37	33	13	13	7	37	34
Wage Formation	34	18	10	5	38	33	32	17	9	5	39	34
Transportation Economics	28	10	11	7	40	48	25	10	9	6	41	49
Research Methodology	28	7	12	9	41	47	27	7	12	8	39	46
Labor Economics	32	20	7	5	42	48	30	18	7	5	42	49
Economic Geography	22	12	6	4	42	43	20	9	5	3	42	46
Price & Allocation Theory Under Socialism	47	22	13	12	44	6	43	20	12	11	45	4
Historical Antecedents of Communist Economic Systems	28	12	8	7	44	40	27	12	8	6	42	41
Production Functions	35	13	11	11	46	33	32	12	10	10	46	34
Economic Development	38	13	11	12	47	17	35	13	10	10	46	17
Welfare Economics	35	8	12	13	47	48	32	8	10	12	49	34
Radical Economics	24	5	9	10	47	43	24	5	9	10	48	43
Growth Theory	37	14	7	16	50	25	35	14	6	15	50	30
Economic Convergence	33	10	6	17	51	48	31	10	6	15	50	49





TABLE II. WHICH FIELDS NEED MORE (LESS) ATTENTION

## SOCIOLOGY

Field (1)	Total Response (2)	USSR					Eastern Europe					
		Right (3)	More (4)	Less (5)	Rank Order More (4) Minus Less (5) (6)	Rank Order Encourage Grad. Students (7)	Total Response (8)	Right (9)	More (10)	Less (11)	Rank Order More (10) Minus Less (11) (12)	Rank Order Encourage Grad. Students (13)
Comparative Sociology	16	1	14	0	1	5	14	1	12	0	1	5
Social Policy/Research	15	4	11	0	2	3	14	3	11	0	2	2
Social Change/Social Dis- organization	18	3	13	2	2	3	17	4	12	1	2	3
Race/Ethnic Minorities	18	6	11	1	4	5	15	5	9	1	8	5
Urban Life & Culture	18	6	11	1	4	1	17	4	12	1	2	1
Methodology-Qualitative	14	4	10	0	4	11	12	4	8	0	8	11
Sociology of Organization/ Bureaucracy	15	6	9	0	7	2	13	4	9	0	7	3
Social Stratification	19	5	11	3	8	7	17	6	10	2	8	5
Sociology of the Military	16	4	10	2	8	7	16	4	11	1	5	11
Rural Sociology	16	7	8	1	10	19	16	6	8	2	14	11
Social Psychology	13	4	8	1	10	11	11	3	7	1	14	18
Sociology of Law	14	5	8	1	10	11	14	5	8	1	12	11
Child & Adult Socialization	15	8	7	0	10	22	14	6	8	0	8	24
Social Continuity	14	5	8	1	10	22	14	4	10	0	5	18
Sociology of Science	16	7	7	1	15	7	15	7	7	0	12	5
Methodology-Quantitative	14	2	9	3	15	19	12	1	8	3	18	18
Mass Culture/Public Opinion/Media	16	8	7	1	15	11	14	8	5	1	24	24
Sociology of Aging	11	6	5	0	18	25	11	6	5	0	18	28
Political Sociology	13	6	6	1	18	11	13	7	5	1	24	5
Collective Behavior	15	8	6	1	18	19	14	6	7	2	18	18
Sociology of Medicine	14	5	7	2	18	25	13	6	6	1	18	18
Criminology/Delinquency/Deviance	16	8	6	2	22	22	14	6	7	1	14	18
Sociology of Education	15	7	6	2	22	7	14	6	6	2	24	11
Status of Women	16	7	7	3	22	11	15	7	7	1	14	11
Small Groups	9	4	4	1	25	25	9	4	3	1	29	28
Culture/Arts	12	7	3	1	26	30	13	5	6	1	18	24
Marginal Groups	11	5	4	2	26	25	10	5	5	0	18	28
Marriage & the Family	17	9	5	3	26	30	15	8	5	2	27	28
Work, Leisure, Sport	18	8	6	4	26	25	16	5	7	4	27	24
Ethnomethodology/Phenomenological Sociology	9	2	4	3	30	30	8	2	4	2	29	32
Sociological Theory	16	7	5	4	30	11	16	8	5	3	29	11
Religion	17	9	4	4	32	30	15	7	5	3	29	32
Marxist Sociology	16	6	4	6	33	11	15	6	5	4	33	5



TABLE III. WHICH FIELDS NEED MORE (LESS) ATTENTION

## POLITICAL SCIENCE

(1) Field	USSR							Eastern Europe					
	(2) Total Response	(3) Right	(4) More	(5) Less	(6) Rank Order More (4) Minus Less (5)	(7) Rank Order Encourage Grad. Students	(8) Total Response	(9) Right	(10) More	(11) Less	(12) Rank Order More (10) Minus Less (11)	(13) Rank Order Encourage Cred. Students	
Comparative Studies	112	14	88	5	1	4	105	12	83	6	1	4	
Regional & Local Government	109	21	82	5	2	1	85	15	66	4	2	1	
Interest Articulation & Aggregation	105	29	73	3	3	6	92	27	60	5	5	6	
Urban Planning & Policy	87	22	71	3	4	4	82	17	60	2	3	4	
Admin. Inst. & Development	110	33	72	5	5	1	90	23	61	5	4	1	
Intergovernmental Relations	88	18	65	3	6	7	77	18	54	3	7	7	
Social Welfare	105	37	64	2	6	9	88	30	55	0	5	9	
Nationalities	114	32	69	11	8	1	103	24	59	8	7	1	
Political Culture	107	40	62	4	8	10	92	34	53	4	9	10	
Political Socialization	104	40	58	5	10	11	91	33	52	5	10	11	
Communications & Media	98	37	56	3	10	14	84	28	51	4	10	14	
Social Control	101	38	55	8	12	16	86	33	47	6	12	16	
Foreign Policy-Japan	93	34	51	6	13	23	68	28	35	4	17	23	
Science & Technology	96	43	47	4	14	8	78	37	37	2	15	8	
Foreign Policy-Socialist Bloc	109	55	46	7	15	13	92	42	43	4	13	13	
Political Recruitment	104	54	44	6	16	20	88	48	36	4	16	20	
Foreign Trade & Aid	104	54	42	7	17	17	87	42	41	4	14	17	
Foreign Policy-China	105	60	39	5	18	12	83	46	32	2	19	12	
Education/Educ. Policy	103	59	39	5	18	26	80	47	30	1	20	26	
The Military	106	52	44	10	18	27	86	41	37	8	20	27	
Agr. Policy & Administration	102	54	39	8	21	20	87	44	37	6	17	20	
Methodology	103	40	46	15	21	30	88	35	38	13	26	30	
Econ. Institutions & Development	104	67	33	3	23	14	87	55	30	2	22	14	
Soviets & Legislation	100	44	44	15	24	23	78	30	37	11	24	23	
Economic Planning	103	70	30	3	25	30	86	56	27	3	27	30	
Communist Party	107	69	32	6	26	28	89	55	30	4	24	28	
Foreign Policy-U.S. & W. Europe	110	63	35	10	27	20	88	49	32	5	23	20	
Law/Legal Systems	110	56	38	14	28	25	89	47	32	8	27	25	
Political Leadership	110	57	37	14	29	17	94	46	35	11	27	17	
Dissidence	110	57	38	17	30	17	93	47	33	12	30	17	
Historical Antecedents	91	35	38	17	30	36	85	35	32	17	33	36	
Secret Police	104	52	34	17	32	36	82	39	29	13	31	36	
The Komsomol	103	54	33	17	33	30	80	40	28	12	31	30	
Religion	103	58	29	16	34	34	85	43	28	13	33	34	
Foreign Policy-Third World	108	63	27	16	35	30	84	50	23	9	35	30	
International Organization/Law	104	54	27	21	36	38	85	46	21	17	37	38	
Arms Control/Disarmament	109	65	22	19	37	28	82	48	19	14	36	28	
Political Theory	103	58	24	21	37	35	88	49	21	18	38	35	
Arts/Literature	101	67	11	22	39	40	81	53	11	17	39	40	
Ideology	109	52	20	36	40	39	90	40	15	33	40	39	



TABLE IV. WHICH FIELDS NEED MORE (LESS) ATTENTION

## HISTORY

Field (1)	USSR						Eastern Europe					
	Total Response (2)	Right (3)	More (4)	Less (5)	Rank Order More (4) Minus Less (5) (6)	Rank Order Encourage Grad. Students (7)	Total Response (8)	Right (9)	More (10)	Less (11)	Rank Order More (10) Minus Less (11) (12)	Rank Order Encourage Grad. Students (13)
Social History	126	35	99	2	1	1	91	18	71	2	1	1
Regional & Local Studies	116	21	94	1	2	7	87	18	68	1	3	3
Post-War Reconstruction	116	30	85	1	3	17	90	20	69	1	2	15
Nationalities	126	32	88	5	4	2	92	19	67	4	5	3
Agricultural History	122	39	81	2	5	5	90	22	66	2	4	3
Rural Life	119	28	84	5	5	6	85	20	61	4	8	3
Comparative Studies	108	26	79	3	7	13	89	21	65	2	5	7
Urbanization	115	34	77	2	8	8	87	24	61	2	7	2
War Communism	132	38	83	9	9	3	54	14	34	6	32	47
Historiography	126	42	78	5	10	9	93	27	59	4	9	25
Biography	122	40	73	9	11	12	94	32	55	7	12	12
Class Structure; Social Stratification	113	34	69	9	12	21	85	24	55	6	10	21
N.E.P.	129	45	72	12	12	4	51	19	23	9	45	50
Demographic Trends & Patterns	115	44	63	5	14	17	81	30	46	4	13	19
Social Deviance	108	28	68	10	14	23	82	24	49	8	15	15
Collectivization	131	51	68	10	14	15	67	29	35	3	26	39
Science & Technology	117	56	57	3	17	17	80	39	39	2	20	21
Civil War	132	46	70	16	17	21	57	13	36	9	33	52
Industrialization	119	61	60	8	19	17	74	49	36	4	26	31
Post-Stalin Period	117	54	57	6	20	29	91	39	46	5	15	25
Economic History	126	50	63	13	21	9	94	29	57	8	10	9
Historical Antecedents of Communist Systems	117	30	67	19	22	14	87	22	53	11	13	10
The Military	119	55	56	8	22	37	83	37	38	8	28	39
Dissent	126	51	61	14	24	36	94	35	49	10	18	17
Intellectual History	124	49	60	13	24	11	94	32	50	11	18	8
Economic Reforms	113	59	49	5	26	29	90	41	44	4	17	17
Foreign Policy: Socialist States	120	62	55	12	27	33	92	45	41	6	23	24
Foreign Policy: Third World	122	48	57	14	27	15	90	35	45	8	20	12
The Secret Police	121	51	56	13	27	41	86	38	39	9	28	34
Marriage & Family Life	108	45	52	11	30	25	84	33	43	8	23	19
World War II	127	49	59	19	31	33	96	35	48	12	22	29
Foreign Policy: China	125	60	52	13	32	25	89	42	41	6	23	29
Foreign Policy: Japan	102	44	47	8	32	33	68	29	31	7	35	36
Administrative Structures & Development	119	49	53	15	34	23	88	31	43	14	31	21
Education & Educational Policy	120	65	43	10	35	32	92	50	36	6	28	25
Trade Unions	114	59	42	12	36	46	80	33	32	8	35	43
Legal Systems	111	56	42	13	37	41	84	40	33	9	35	33
Literature & the Arts	119	71	38	9	37	25	91	49	33	9	35	10
Foreign Trade & Aid	107	58	38	10	39	44	80	45	29	6	39	42
Religion	116	56	44	16	39	29	92	41	38	13	34	28
The Komsomol	112	62	39	11	39	46	70	38	25	7	41	50
Purges	130	55	47	25	42	37	78	32	31	13	41	39
Party History	125	59	41	24	43	25	97	43	36	17	40	14
Political Leadership	115	55	34	24	44	46	87	42	30	15	43	36
Political Succession	119	57	33	27	45	50	93	43	32	17	43	36
Foreign Policy: U.S. & Western Europe	121	72	27	21	45	44	88	51	23	13	46	31
Arms Control & Disarmament	107	66	23	17	45	50	76	49	15	12	47	45
International Organization & Law	100	50	25	24	48	49	74	35	21	18	47	45
Allied Intervention	130	64	33	34	49	41	61	29	17	15	49	47
October Revolution	135	60	35	38	50	39	58	24	17	17	50	53
International Communist Movement	125	67	23	34	51	50	96	52	21	23	51	34
Soviet Political Theories	121	49	27	44	52	39	75	31	18	26	52	44
Marxist-Leninist Theory	130	51	18	60	53	53	100	38	15	46	53	47



within each discipline. Rank orders of "more minus less" for each discipline and of the existing distribution of specialties of our respondents are presented in Appendix B.

Of course, one of the problems of this kind of survey is the problem that both relatively small, specialized topics and broad, large categories may be perceived as needing some more (less) attention. Rank orders of the existing distribution of specialties as represented by our discipline samples (Appendix B) help somewhat to overcome this difficulty in the interpretation that follows.

Finally, on a general level, there are several notable discrepancies between the rank order of fields needing more attention for each discipline and rank orders of fields into which the respondents would encourage "better" graduate students (Compare Columns 6 and 7; 12 and 13). Nonetheless, high rank order correlations are obtained, and there seems to be no single, simple explanation for individual discrepancies. Respondents may have encouraged graduate students to enter (or avoid) fields otherwise ranked high as needing more (less) attention because of the size and thus high replacement demand in certain large, traditional areas. In other cases, these discrepancies may be explained in part by the perceived degree of difficulty in achieving results in particular fields, or because of the relative professional salability of the topic or of the skills required to master it.

Now for a brief interpretation of the results for the various disciplines:

#### Economics

The following fields, or clusters of fields, are perceived as needing more attention from economists specializing in Soviet and Eastern European economies:





- a. "Technological change."
- b. "Urban and regional economics."
- c. "Regional and local finance."
- d. The cluster of fields pertaining to money, macroeconomics and income distribution: specifically, the relatively well-established fields of "Income distribution and distribution theory," "Money, credit and banking," "Incomes policies," "Monetary theory and policy," plus the small, less developed fields of "Fiscal policy" and "Income and employment theory."
- e. Trade and international economics: "Intra-bloc economic relations," "East-West trade," and "International economics," all of which are relatively well-established fields at present.
- f. Two currently "fashionable" fields in the discipline: "Human resource economics" and "Health, education and welfare."
- g. Empirical economic studies and applications ranked generally high, as may be seen from the fields listed above and also by the relatively high rank of "Applied econometrics," "Industrial organization" and "Industry studies."

The following fields were considered as needing less attention:

- a. Theory, planning and reform: specifically, "Theories of economic planning," "Econometrics," "Planning and reform," "Price and allocation theory under socialism," "Growth theory," "Economic convergence," "Welfare economics" and "Production functions." Despite the relatively low ranking of these topics, many of them ranked high as fields "better" graduate students should be encouraged to enter.
- b. "Statistical data" and "Social accounting."
- c. "Wage formation" and "Labor."
- d. "Economic development."



- e. "Radical economics."

Sociology

Of the four disciplines surveyed, sociology is the smallest measured by the number of specialists who are members of AAASS. The fields and clusters of fields considered as needing relatively more attention are:

- a. "Comparative sociology."
- b. Studies of broad social aggregates and social policy: including particularly, "Social change/ social disorganization," "Social policy," "Social stratification," "Child-adult socialization," "Social continuity," "Social psychology," "Mass culture/ public opinion/media."
- c. Certain social sub-groups: more specifically, "Race/ethnic minorities," "Urban life and culture," and "Rural sociology,"
- d. "Methodology," especially "qualitative."
- e. Institutional studies ranked toward the bottom of the scale, with the exception of two relatively under-represented fields: "Sociology of organizations /bureaucracy" and "Sociology of the military," and two relatively well-represented fields: "Sociology of law" and "Sociology of science."

Fields perceived as needing relatively less attention are:

- a. Certain social sub-groups: "Sociology of aging," "Status of women," and "Marginal groups."
- b. "Marriage and the family."
- c. "Work/leisure/sport."
- d. "Sociological theory."
- e. "Religion."
- f. "Marxist sociology."



Political Science

The top ranking fields and groups of related fields in political science are:

- a. "Comparative systems," which was also the most heavily represented specialty in our sample.
- b. Disaggregated political and governmental studies: specifically, "Regional and local government," "Interest articulation," and two very lightly represented fields: "Urban planning and policy" and "Inter-governmental relations."
- c. A large cluster of broad political and social concerns: including "Nationalities," "Political culture," "Social welfare," "Political socialization," and "Social control," but notably excluding the relatively large field: "Dissidence."
- d. "Administrative institutions."
- e. "Science and technology."
- f. "Political recruitment."

Low-ranked fields in political science are:

- a. Traditional institutional studies: specifically, "Economic institutions," "Communist Party," "Soviets and legislation," "Law and legal system," "Secret police," and "Komsomol."
- b. Foreign policy, trade, international and arms control: with the exception of "Foreign policy-Japan," all topics in this general area were perceived as needing less attention than was indicated by the relatively high representation of these areas in the sample, and especially so for "Foreign policy-US/Western Europe," "Foreign policy-Third World," and "International organizations and law."
- c. "Political leadership."
- d. "Religion".



- e. "Political theory."
- f. "Arts/literature."
- g. "Ideology."

#### History

The fields and groups of fields in history designated as needing more attention are:

- a. "Social history."
- b. "Regional and local studies."
- c. "Nationalities."
- d. "Agricultural history" and "Rural life."
- e. "Comparative studies."
- f. Social structure and change: "Urbanization," "Class structure," "Demographic trends," and "Social deviance."
- g. Selected historical periods: "Post-war reconstruction" is ranked quite high (especially with respect to its relative under-representation as a specialty of our respondents) as are the well-established Soviet period studies: "War communism," "NEP," "Collectivization," and "Civil war." "WW II," "Historical antecedents of communist systems," and the "Post-Stalin" periods rank relatively higher for East European than for Soviet studies.
- h. "Historiography."
- i. "Biography."

The following fields and field clusters are judged to need less attention:

- a. Certain Soviet historical periods: "Allied intervention," "October revolution," and "Purges."
- b. "Intellectual history."





- c. Institutional studies generally: including highly-represented fields such as "Party history," "Administrative structures," "Religion" and "Education" as well as "Secret police," "Trade unions," "Komsomol," and "Legal institutions."
- d. Foreign policy, trade and international: particularly, "Foreign policy" with respect to the "US and Western Europe," "China," and "Japan," and "Foreign trade and aid," "Arms control, disarmament," "International organizations and law," and "International communist movements."
- e. "Political leadership" and "Political succession."
- f. "Soviet political theory."
- g. "Marxist-Leninist theory."

#### Cross-discipline

There do seem to be certain general areas of agreement across disciplines with respect to broad topics that need more or less attention. Economics is, for the most part, an exception, partly because the structure of the discipline differs so substantially from that of the other disciplines. All disciplines seem to evidence a movement toward the expansion of standard disciplinary areas that have been relatively underdeveloped in Soviet and East European studies. Comparative studies and systems rank high for all but economics. Social change and trends, social structure, and welfare of people are believed to need more attention in all disciplines. For economics, political science and history, regional, local and urban studies are seen as needing more attention.

With exception of economics, foreign policy, trade and international issues are perceived as needing less attention. Traditional political, ideological, and theoretical concerns fare the same. Theory is low-ranked for all disciplines, although, of course, it has different content



in each. Finally, traditional institutional studies are widely viewed as needing less attention, with some exceptions for economics.

In all four disciplines there are some inexplicable discrepancies between the over-all ranking of fields and the rank order of fields which "better" graduate students should be encouraged to enter, but especially so for economics. It is not possible, we believe, to interpret these discrepancies with any confidence--short of a supplementary survey.

### Conclusion

Our purpose in conducting this survey was mainly to initiate public discussion of the reallocation problem posed by the expectation that Soviet and East European studies is highly unlikely to continue to expand at the rate that it has in the immediate past and may indeed be forced to contract. In effect, we have attempted to derive for each of the four disciplines surveyed a composite "subjective," demand curve for research activity. We believe that our results indicate for each that there does exist a need to reallocate research effort, although, of course, many of our respondents complained that everything in fact really needs more attention. Selected comments of our respondents are reproduced in Appendix C. A number of fields were suggested by our respondents in the various disciplines that we had failed to list, and fields and sub-fields mentioned by two or more respondents are listed in Appendix D.

It might prove interesting to re-survey these four disciplines in, say, five years to ascertain whether or not significant changes have come about. Meanwhile, we confidently expect our discussants to point out our errors both of commission and omission and also to provide fresh insights into our results and the general problems posed by the need to assess the existing allocation of research effort within the various disciplines.



Appendix A: Survey Response Rates

<u>Field</u>	<u>Mailings</u>		<u>Total</u>
	I	II	
<u>Economics</u>			
Sent Out	94	68	94
Returned	36	16	52
of which:			
unopened	1	0	1
refused to respond	0	1	1
already responded		1	
Response Rate	38%	22%	54%
<u>Political Science</u>			
Sent Out	262	173	262
Returned	109	46	155
of which:			
unopened	7	5	12
refused to respond	4	3	7
already responded		5	
Response Rate	40%	22%	55%
<u>Sociology</u>			
Sent Out	34	22	34
Returned	13	12	25
of which:			
unopened	0	1	1
refused to respond	0	1	1
already responded			
Response Rate	38%	52%	72%
<u>History</u>			
Sent Out	258	173	258
Returned	102	60	162
of which:			
unopened	2	4	6
refused to respond	4	3	7
already responded		1	1
Response Rate	39%	32%	61%

The rank-order relationship between responses to the first and second mailings was tested using Spearman's  $\rho$ . Coefficients for the four fields were:

Economics:  $R_s = .57$ , significant at the .001 level.

Political Science:  $R_s = .88$ , significant at the .001 level.

History:  $R_s = .86$ , significant at the .001 level.

Sociology:  $R_s = .182$ , not statistically significant (not different from 0).

Note: A different correlation, Kendall's Tau, was also computed. It produced the same result. ( $\tau$ , corrected for ties, was 0.)



Appendix B: Rank Order Correlations for Column 6 (More minus Less) and the Distribution of Specialists as Reported by Respondents

Sociology				Political Science			
Field (1)	Number of Specialists (2)	Rank Order of (2) (3)	Rank Order More Minus Less* (4)	Field (1)	Number of Specialists (2)	Rank Order of (2) (3)	Rank Order More Minus Less** (4)
Comparative Sociology	7	1	1	Comparative Studies	46	1	1
Social Policy/Research	5	7	2	Regional & Local Government	19	14	1
Social Change/Social Dis- organization	6	2	2	Interest Articulation & Aggregation	20	12	2
Race/Ethnic Minorities	3	13	4	Urban Planning & Policy	4	37	4
Urban Life & Culture	2	18	4	Admin. Inst. & Development	25	7	5
Methodology-Qualitative	1	23	4	Intergovernmental Relations	4	37	6
Sociology of Organization/ Bureaucracy	1	23	7	Social Welfare	8	29	6
Social Stratification	6	2	8	Nationalities	23	8	8
Sociology of the Military	0	30	8	Political Culture	20	12	8
Rural Sociology	1	23	10	Political Socialization	9	26	10
Social Psychology	1	23	10	Communications & Media	7	31	10
Sociology of Law	4	10	10	Social Control	9	26	12
Child & Adult Socialization	4	10	10	Foreign Policy-Japan	5	35	13
Social Continuity	4	10	10	Science & Technology	7	31	14
Sociology of Science	6	2	15	Foreign Policy-Socialist Bloc	33	2	15
Methodology-Quantitative	1	23	15	Political Recruitment	10	24	16
Mass Culture/Public Opinion/Media	5	7	15	Foreign Trade & Aid	22	9	17
Sociology of Aging	2	18	18	Foreign Policy-China	18	15	18
Political Sociology	5	7	18	Education/Educ. Policy	13	20	18
Collective Behavior	2	18	18	The Military	11	22	18
Sociology of Medicine	3	13	18	Agr. Policy & Administration	6	33	21
Criminology/Delinquency/Deviance	3	13	18	Methodology	15	17	21
Sociology of Education	2	18	22	Econ. Institutions & Development	6	33	23
Status of Women	2	18	22	Soviets & Legislation	11	22	24
Small Groups	0	30	25	Economic Planning	3	40	25
Culture/Arts	1	23	26	Communist Party	29	4	26
Marginal Groups	0	30	26	Foreign Policy-U.S. & W. Europe	32	3	27
Marriage & the Family	6	2	26	Law/Legal Systems	16	16	28
Work, Leisure, Sport	6	2	26	Political Leadership	28	5	29
Ethnomethodology/Phenomenological Sociology	1	23	30	Dissidence	21	10	30
Sociological Theory	3	13	30	Historical Antecedents	13	20	30
Religion	0	30	32	Secret Police	8	29	32
Marxist Sociology	3	13	33	The Komsomol	5	35	33
				Religion	9	26	34
				Foreign Policy-Third World	21	10	35
				International Organization/Law	15	17	36
				Arms Control/Disarmament	10	24	37
				Political Theory	15	17	37
				Arts/Literature	4	37	39
				Ideology	26	6	40

\*See Table II, Column 6.  
Coefficient for rank order correlation between (Number of Specialists) and (More minus Less):  $R_s = .285$ , significantly different from 0 at the .90<sup>5</sup> level.

\*\*See Table III, Column 6.  
Coefficient for rank order correlation between (Number of Specialists) and (More minus Less):  $R_s = .022$ , not significantly different from 0.





Field (1)	Number of Specialists (2)	Rank Order of (2) (3)	Rank Order More minus Less* (4)
Technological Change	6	12	1
Income Distribution & Distribution Theory	5	15	2
Regional & Urban Economics	5	15	3
Money, Credit & Banking	4	21	4
Fiscal Policy	3	28	5
Intra-Block Economic Relations	9	6	6
Incomes Policies	4	21	6
Human Resource Economics	3	28	8
Monetary Theory & Policy	4	21	9
East-West Trade	13	3	9
Regional & Local Finance	3	28	9
Industrial Organization	7	10	12
Applied Econometrics	3	28	12
Industry Studies	3	28	14
Health, Educ., Welfare	2	40	14
Income & Employment Theory	1	47	14
International Economics	12	4	17
Agricultural Economics	5	15	17
Econ. Fluctuation & Stabilization Policies	2	40	19
Environmental Economics	3	28	19
Economic History	8	8	19
Welfare Programs/Applied Welfare Economics	3	28	22
Public Finance	3	28	22
Price Fixation	8	8	22
Econ. of Peace/Disarmament	4	21	22
Economic Systems	25	1	26
Statistical Methods	1	47	27
Theories of Econ. Planning	9	6	28
Natural Resources; Land Economics	3	28	28
Consumer Economics	3	28	28
Econometrics (Planometrics)	2	40	28
Population	4	21	32
Economics of Property Rights	5	15	32
History of Econ. Thought	5	12	32
War/Defense Economics	4	21	32
Statistical Data	5	15	32
Planning & Reform	20	2	37
Social Accounting	3	28	38
Wage Formation	2	40	38
Transportation Economics	2	40	40
Research Methodology	0	50	41
Labor Economics	4	21	42
Economic Geography	0	50	42
Price & Allocation Theory Under Socialism	6	12	44
Historical Antecedents of Communist Economic Systems	2	40	44
Production Functions	3	28	46
Economic Development	12	4	47
Welfare Economics	2	40	47
Radical Economics	1	47	47
Growth Theory	7	10	50
Economic Convergence	5	15	51

\*See Table I, Column 6. Coefficient for rank order correlation between (Number of Specialists) and (More minus Less):  $R_s = .232$ , significantly different from 0 at the

Field (1)	Number of Specialists (2)	Rank Order of (2) (3)	Rank Order More minus Less** (4)
Social History	14	15	1
Regional & Local Studies	5	40	2
Post-War Reconstruction	7	33	3
Nationalities	22	5	4
Agricultural History	6	37	5
Rural Life	6	37	5
Co-operative Studies	12	18	7
Urbanization	7	33	8
War Communism	16	11	9
Historiography	16	11	10
Biography	10	21	11
Class Structure; Social Stratification	8	29	12
N.E.P.	15	14	12
Demographic Trends & Patterns	4	44	14
Social Deviance	3	45	14
Collectivization	8	29	14
Science & Technology	8	29	17
Civil War	21	7	17
Industrialization	10	21	19
Post-Stalin Period	6	37	20
Economic History	5	40	21
Historical Antecedents of Communist Systems	12	18	22
The Military	9	24	22
Dissent	20	9	24
Intellectual History	29	2	24
Economic Reforms	1	51	26
Foreign Policy: Socialist States	13	16	27
Foreign Policy: Third World	9	24	27
The Secret Police	8	29	27
Marriage & Family Life	3	45	30
World War II	22	5	31
Foreign Policy: China	13	16	32
Foreign Policy: Japan	5	40	32
Administrative Structures & Development	9	24	34
Education & Educational Policy	9	24	35
Trade Unions	1	52	36
Legal Systems	2	47	37
Literature & the Arts	10	21	37
Foreign Trade & Aid	2	47	39
Religion	9	24	39
The Komsomol	1	52	39
Purges	16	11	42
Party History	11	20	43
Political Leadership	7	33	44
Political Succession	7	33	45
Foreign Policy: U.S. & Western Europe	21	7	45
Arms Control & Disarmament	2	47	45
International Organization & Law	2	47	48
Allied Intervention	25	3	49
October Revolution	42	1	50
International Communist Movement	24	4	51
Soviet Political Theories	5	40	52
Marxist-Leninist Theory	19	10	53

\*\*See Table IV, Column 6. Coefficient for rank order correlation between (Number of Specialists) and (More minus Less):  $R_s = .008$ , not significantly different from 0.



## Appendix C: Selected Comments from Respondents

### Economics:

"I have very reluctantly concluded that I cannot usefully fill out your questionnaire. The trouble is that in my opinion the study of Soviet and East European economics is seriously undermanned in this country. As a result, there is need for more research in practically every one of the specialties that you list, and it just doesn't seem very fruitful to try to discriminate among them."

"I have three comments on the questionnaire itself:

1. It is rather long and complex.
2. Some of the topics seem to overlap others-- e.g., 'income distribution and distribution theory' and 'incomes policies'; and 'fiscal policy' and 'public finance.'
3. The relevance of some topics to Soviet and East European economies is unclear--e.g., 'regulatory economics.'"

"This kind of evaluation ain't easy. That must be why I conveniently forgot."

"it seems to me an important area to be worked on is system change and since this is a system in which politics & econ are tightly integrated both have to be considered together and in their interaction. --the present approaches through reform, convergence, etc. are too partial. And the whole issue has to be seen as one aspect of development."

### Sociology:

"... it is not quite clear whether attention needed is to be evaluated from the point of view of (1) personal interest of the respondent, or (2) general, theoretical 'validity' of the problems listed (i.e. their suitability for fruitful theorizing), or (3) American political or policy-type interest.

Moreover, some of the fields are too complex to be properly evaluated; e.g. 'work, leisure time and sport.' I believe problems of labor deserve very much attention, while leisure and sport are rather unimportant."

"As you might know, it is virtually impossible to respond across all these subfield dimensions (invented by a fairly parochial ASA with little interest in "area" stuff.) Counting faculty and advanced graduate students, trained in sociology, there are probably no more than a dozen of us, at the outside. Virtually everything on the list could use more study, though some of the areas, as named, seem somewhat irrelevant and these I have lined through. Though some of my colleagues may disagree with me, it would seem premature under these circumstances to nominate any other fields similarly in want of attention."



"I am afraid that these answers are not very responsive, but the fact is that I would not advise any student of mine to specialize in Soviet or Eastern European area as a sociologist, except if he or she had already a prior passion for the subject. A student has to be a fully trained sociologist first, and only secondarily take up Sovietology as a hobby or avocation. I do not know of any soc. dept. that would hire anyone to teach nothing but Sovietology and I agree with this policy, at least in the present financial circumstances. Persons with passion for the area will find it wide open."

### Political Science

"I hate to seem uncooperative in this matter. But I have no fixed and considered views on priorities, feeling that the need for quality work is equally great, everywhere."

"graduate students, good or mediocre, should be encouraged to pursue whatever interests them. If this results in 'over-crowding', so be it."

"To a certain extent my responses have ducked important questions about priorities. I have not marked any item "L", because I think that the quantity and quality of research in all these fields could and should be higher, and that the 'decline' of Soviet & East European studies (especially in funding and student interest) should be strongly resisted."

"One thought occurred to me just as I was sticking it in the envelope. Where I have indicated "M", I often have in mind need for better and more perspicacious treatment, not necessarily more quantity; indeed, more often than not not more quantity."

"Often the topics on this list are inadequately researched. Isn't the reason a lack of source materials? In last analysis, all these fields require further work."

"As I filled out the questionnaire, however, it seemed to me that I approached it with two assumptions which needed to be made explicit:

1. Of course, there is a definite sense in which the whole field is in a period of 'depression,' and each of the categories you list require more attention. I have, however, attempted to make relative judgments about the categories, and have suppressed my instinct to place an "M" next to each item in column one. Furthermore, I was aware that in some of those categories, next to which I placed the letter "R" I was reflecting on good work by colleagues in the past. In many cases either these colleagues are no longer living or they have moved on to other areas of attention. Therefore, some of the categories, in which we can feel relative satisfaction, will no doubt be in a condition of disrepair in a five or ten year future.



2. I was also acutely aware when I made the judgment that some categories did not need further attention, that I was thinking in terms of the kinds of efforts that have been made in the past. For example, it did not seem profitable to me to devote very much more attention to the question of ideology, but on the other hand I feel acutely that Soviet efforts in 'academic philosophy' merit more attention. Therefore, it might well be that some of the areas that I have marked with the letter "R" or "L" would deserve more attention if fresh approaches were brought to them."

"I am returning--uncompleted--the questionnaire on Soviet and East European studies. With all due respect to your efforts, and our livelihood, I do not think the compilation of the information requested would prove very much. Can one say that any field has been over-worked? Is yet another study on John Stuart Mill unnecessary? Clearly the quality of the work is what is important and not whether a lot of stuff has been written on some particular aspect or another. Again, some areas have not been much explored because there is little interest in them, or data and documents are sparse."

### History

"When I received your questionnaire the first time, I began to attempt to fill it out but was unable to do so. The entire thrust of the questionnaire is fundamentally opposed to my own philosophy of learning, and also I believe does not really answer the current problems in the field of higher education. I do not think that the quest for knowledge should be limited in any quantitative manner, or in fact that a sufficiency of knowledge can ever be reached. Limitations if they are needed should be made in a qualitative fashion. Persons who are unable to contribute to the increase of our store of knowledge should not be admitted to the profession, but those that are should not be limited in their interests or the areas which they perceive to require attention. If at the present time opportunities for research in Soviet and East European studies are limited, I do not believe that this is a problem created by those in the profession."

"As you will note, I left many topics unmarked since I am not sure that serious studies of them can be made due to the lack of primary materials. I strongly feel that the emphasis should be on pre-revolutionary Russia, nineteenth and early twentieth centuries, because despite Soviet restrictions imposed on the use of archives, there is a lot available abroad which has not as yet been studied. Furthermore, the Soviets will be more disposed to opening materials dealing with the nineteenth century, and hopefully, very soon, they might even open up archives related to the reign of Nicholas II."

"May I add emphasis should be put on graduate training for non-teaching careers, on research and on other transferable skills. In all honesty, can we encourage future professors?"

"In summary, my opinion is that much work is being done on the Soviet Union and E.E. and that no new emphasis is needed. We need less propaganda, however."





"My basic position is that for the sake of their scholarly creativity all scholars have to make their own decision where to apply their work. They will be guided by those who have taught them; after that they should have enough of an overview themselves, as well as a sense of their own personal preferences. Scholarship is not like research in the natural sciences where durable results are built up covering entire disciplines. Scholarly investigations, at least in my field, are personal probes, some more solid than others, prompted by personal factors at least as much as by a sense of the field or the discipline. The fact is that the field is so vast and many-layered, and the laborers in it are so few, so that no systematic effort can be arranged. We should know more about all the fields mentioned in your questionnaire - I cannot conceive of a hierarchy of needs that I would like to impose on anybody. It is an open and vast field that we deal with. Let it be explored according to the temperament and curiosity of those who would be explorers in it - they have to sustain the enthusiasm and motivation for all the hardships that go with scholarship."

"In looking over this questionnaire, I find I cannot do justice to the intent of your study by filling it out as you desire. The topics listed, as a whole, reflect to my mind a pervasive bias in Russian studies-- and in other areas as well. This bias can best be defined as a fixation on the development of the state and all its dependent institutions, and an insensitivity to the experiences, culture and character of Russians (or other peoples). Of your fifty odd topics, only 4 or 5 (rural life, social history etc.) touch on history from below; there is no mention of mass culture or psychology. It may be you see this list as a reflection of the topics now dominant in the field; if so, I see no point in trying to differentiate among them. My apologies for fouling up your coding."

"None of these fields has been really neglected. There is no Golden Amount of research that is right for a field. If a scholar feels like doing research in a field, his own satisfaction is the chief benefit to be derived from it; his intellectual activity is an end in itself, regardless of field. The benefit others derive from such a scholar's work depends on his art, not on the field. One could say that relations with Japan are relatively neglected -- and if anyone tries to make me read another work on Marxist-Leninist theory, I'll scream -- but these are not important judgments. Please pardon my skepticism about this enterprise!"

"The real need is for less 'trendy' studies on the Soviet Union and more solid scholarship on those institutional aspects of Imperial Russia which have traditionally suffered at the hands of our pre-occupation with intellectual and revolutionary developments, namely the bureaucracy, foreign policy, agriculture, etc."

"I have not responded as painstakingly as you requested, because I do not think of the problem you raise (a very important problem!) in the categories you suggest. My feeling is that institutional development is the major type of research to be stressed, in whatever context-- economics, politics, foreign policy, education, etc. Along with that, I think we should urge students (and colleagues!) to stop and question



our facile assumptions about Communist and other institutions, the assumptions we simply take for granted. The tricky problem is to choose research topics that put those assumptions to a crucial test. This sort of consideration is, I think, more important than a choice between, say, agricultural history and local politics. In short, your list of alternative topics is not nearly as important as a list of alternative methodologies."

"The questionnaire is constructed to fit the USSR rather than EE. Therefore it was difficult to cover history of EE, especially before 1945."

"I am returning the completed questionnaire as per your request. As you will note, I have indicated several areas where I believe that research and analysis is still desired. What your questionnaire does not do, and perhaps cannot do, is determine the correlation between research/training needs and the academic marketplace, a reality with which we will be forced to contend for many years."



Appendix D: Fields Suggested by Two or More Respondents

Economics: None

Political Science: Policy-making Process  
Policy Outputs  
Women  
Political Development and Modernization  
Political Participation  
Public Opinion  
Trade Unions and Industrial Management

Sociology: None

History: Central Asia  
Siberia  
Foreign Communist Movements  
Resistance Movements



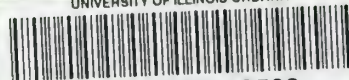








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