



Thoughts from the Head

Welcome to Spring 2014! We have had a very busy and successful six months – with our students and faculty accomplishing all sorts of remarkable things. We highlight some of those achievements in this newsletter, and, of course, on our continuously updated website (www.soci.ubc.ca).

Our newsletters have tended to profile the work of our faculty. This issue departs from that tradition: the focus is on the *generations* of people that make up our Department. Faculty are surely a central component of our unit. But integral to our identity and constitution are our students (undergraduate and graduate alike), alumni, professor emerita/e, and all those who came before our time and laid the foundations of our Department. We hear from some of those people in the coming pages. The themes are very different, but all have something important to say about the sociological imagination and the importance of sociology in their lives. In brief, here is what you will find:

- * Will Keats-Osborn (graduate student) reflecting on the relationship between journalism and sociology
- * Rebecca Tsang, Chase Simms, and Nicolas Roggeveen (undergraduate students) reporting on the successes of a recent career-focused mentoring session with volunteer alumni and current sociology majors
- * Hazel Hollingdale (graduate student) describing her experience and success at the 3 Minute Thesis Competition

* Charles Macaulay (undergraduate) sharing his perspective on writing a thesis

* Professor Emeritus Martin Meissner remembering the impact that Professor Kaspar Naegele had on his intellectual development at UBC in the 1950s.

Taken together, these contributions underscore the fact that our Department is indeed an extended but also closely connected community. We are in constant dialogue with each other, and are therefore growing and learning together. I hope you enjoy reading the articles in the next pages as much as the authors enjoyed writing them.

I will close with two important updates. First, four new tenure-track faculty members will join our ranks next year: Silvia Bartolic (Ph.D. University of Texas at Austin), Catherine Corrigan-Brown (Ph.D. University of California at Irvine), Kerry Greer (Ph.D. Indiana University at Bloomington), and Lindsey Richardson (Ph.D. Oxford University). They will bring lots of new energy and insights into research and teaching.

Second, Professor Emerita Martha Foschi has endowed the Department with funds for a biannual award: the Martha Foschi Prize in Research and Teaching, which will recognize excellence in sociological research and teaching, while simultaneously honouring the many accomplishments of Dr. Martha Foschi. Our goal is to raise at least \$30,000 for this award and we are looking for matched gifts. Please see the back for instructions on how to make a gift.

Happy Reading!

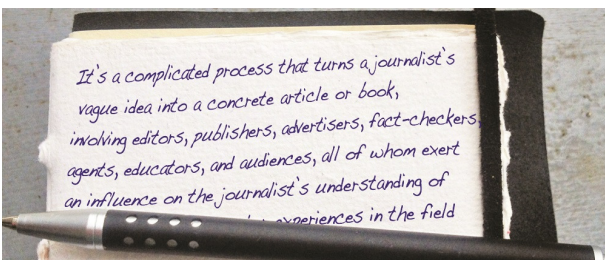


Francesco Duina
Department Head

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Nonfiction as Social Research: Journalism and the Sociology of Knowledge



By Will Keats-Osborn, Ph.D. student

elist's cachet, they dove more deeply into people's lives, and reported in such rich, first-person detail that they could present their findings using scenes, points of view, and back-and-forth dialogue. Classics of this new genre, what Tom Wolfe called "The New Journalism," were breakaway hits—books like *Hell's Angels*, *Radical Chic and Mau-Mauing the Flak Catchers*, and *Slouching Towards Bethlehem*. In the following decades, this approach became the norm among journalists eyeing up the prestige of *Harper's* or *The New Yorker*. It's my contention that this approach to social research is ripe for sociological investigation.

Take journalist Katherine Boo, for example. In late 2004, Alexis Theriot and her newborn son Daigan, of Terrebonne Parish in rural Louisiana, had two things distinguishing them from their neighbours: they had a "nurse visitor" who had been assigned to them by the state's Nurse-Family Partnership

In the early half of the twentieth century, newspaper reporters tended to play it straight – they sought to present a picture of the news that was as expository and detached-sounding as possible. Some time in the sixties, a number of feature writers started a revolution. Combining the gainfulness of nonfiction with the nov-

program, and they were being followed around by Boo, who was reporting for *The New Yorker*. Boo had headed to the Louisiana swamp after talking to the founder of the Nurse-Family Partnership model, a developmental psychologist from New York who surmised that having neonatal nurses teaching low-income mothers practical and emotional skills necessary for raising healthy children could improve the children's life chances. Wanting to see how the program worked in what she called "its least promising setting," Boo spent a year immersed in the daily lives of nurse Luwana Marts and several of her clients, including Alexis and her son.

Her article "Swamp Nurse" presented in vivid detail many of the struggles confronting a nurse visitor in the program. Along with the pressing physical difficulties confronting these mothers, such as abusive boyfriends, comorbid diseases, and unhealthy living conditions, Boo's article detailed how Marts balanced her expectations for her clients against their hopeless and often fatalistic acquiescence to poverty. Building the right kind of rapport needed to convince one client, Maggie, "to try to finish high school at the same time that she raised her baby, held down a janitorial job, and coped with an incurable disease" represented one of Marts's greatest challenges—teaching mothers the value of fighting for themselves and their children even against shockingly unfavourable odds.

Boo got started as a journalist working for local papers in Washington DC, and her potential as a reporter became clear when her *Washington Post* series on DC's group homes for the mentally ill won the paper a Pulitzer Prize for Public Service in 2000. Her portfolio with *The New Yorker* reflects her immersive style of reporting: "After Welfare," for instance, explores the effects of DC's 1996 welfare reform act on residents of an impoverished neighbourhood, and "The Marriage Cure" profiles two participants in an Oklahoma-state-sponsored marriage-seminar program intended to promote the social benefits of marriage.

That this type of journalism shares certain similarities with academic social research has not gone unnoticed. Superficially, both are based on long periods of immersive reporting, both involve some kind of data analysis, and both produce written works. Both parties are concerned with the accuracy of their results and both struggle with the ontology of truth. Both have been important contributors to international conversations about poverty and other social issues. Ted Conover, another "new journalist," used his honours thesis in anthropology as an opportunity to study, firsthand, the dying culture of "America's hoboes," which ultimately led to the book *Rolling Nowhere*. In his words, "anthropology dovetails with journalism in fascinating and productive ways." His next book, *Coyotes*, about his travels with illegal Mexican and Central American migrants, was described by the *The New York Times* as having "a sociologist's eye for detail with a novelist's sense of drama and compassion."

Mitchell Duneier serves well as Conover's sociological counterpart, for the purposes of this example. His first book, *Slim's Table*, profiled the African-American men who frequented a cafeteria in Chicago, showing how the men diverged from the attention-seeking stereotype of the urban black male. The *New York Times Book Review* described the book as "a welcome antidote to trends in both journalism and sociology." Duneier's next book, *Sidewalk*, examined the lives of Greenwich Village's side-

walk vendors. "By identifying his role as observer and participant in the study," a reviewer for *Portfolio* remarked, "he breaks the illusion of scientific objectivity that has limited traditional sociology."

It's not surprising, given the number of boundary-crossing works the last few decades have produced, that members of both camps have often found it necessary to highlight what exactly distinguishes them from their counterparts. Sociologists, for one, argue that journalists collect data haphazardly; that their methodology is off-the-cuff; that their work is unchecked by peer review; that they sacrifice truth for entertainment or sales; that journalistic description is "just data." In the other corner, journalists see sociologists as blinded by esoteric abstractions. Walt Harrington, a journalism professor at the University of Illinois with a master's in sociology, argues that a requisite period of beat reporting that characterizes most journalists' early careers gives them a repertoire of practical skills that's much more comprehensive than any academic's. This makes a good journalist capable of exercising a much more trenchant curiosity: once these skills are second nature, the writer's mind is freed up to scrutinize, synthesize, empathize.

Good arguments can be made for both perspectives, but this kind of boundary work is old hat by academic standards. More interesting than the question of which is better is the question of why each party seems so convinced that their own approach to social research is superior. In this respect, journalists and sociologists each inhabit what Wittgenstein called a "form of life": a complex array of ideas, conventions, rules, and practices that determines what makes sense to a given person. We know from decades of Science and Technology Studies that scientists in different fields inhabit different forms of life, and that they bitterly defend whatever perspective they hold because they're certain it's right. It was a big risk when sociologists of science stepped back from arguing about what's *true* so that they could attempt to understand *how* scientists come to believe what they believe, even when those beliefs seem false! But this risk paid out in a much more nuanced understanding about the construction of scientific facts. I would suggest that it's a reluctance to take this step that has stopped sociologists of knowledge from taking journalism seriously as a form of research worth examining.

It's a complicated process that turns a journalist's vague idea into a concrete article or book, involving editors, publishers, advertisers, fact-checkers, agents, educators, and audiences, all of whom exert an influence on the journalist's understanding of her experiences in the field. Opportunities for studying this process abound, but the most difficult part will be resisting the urge to evaluate the truth of what journalists write. Hundreds of writers like Boo and Conover are conducting original research about social life, and despite being "laypeople" by academic standards they play a much more public role than many scientists and sociologists in setting the tone and content of public debates. As long as readers of *The New Yorker* find themselves enlightened upon reading "Swamp Nurse," if they consider themselves a little more knowledgeable about the experience of poverty or the realities of social work or the hazards of politics, then it's important for a sociology of knowledge that this component of the knowledge-making apparatus be understood more clearly. ■





3 minutes to defend...

By Hazel Hollingdale, Ph.D. Student

Every year since I have been in the graduate program I have heard about the '3-Minute-Thesis' (3MT) competition, yet I had never thought to enter until now. For those of you not familiar with it, 3MT is an annual event that takes place at universities across the world, which gives graduate students an opportunity to summarize and showcase their research in just 180 seconds. Not only does this give students a chance to practice their presentation skills, it also forces us to pitch our research in a concise and accessible way.

The competition has three stages: the departmental round, the semi-finals, and the finals. I participated in the preliminary inter-disciplinary heat, which involved students from a diverse range of disciplines. I was chosen to advance to the semi-finals, and eventually to the finals, which consisted of just 8 students from across campus. I was blown away by the caliber of presentations, and although the last round consisted of many amazing finalists, I was surprised to learn I was the last Arts student standing! I believe this lack of representation is likely due to fewer Arts students entering the competition, which is disappointing.

If ever there was ever a competition where Arts students can excel, it is here! 3MT aims to have researchers present their work to a non-specialist audience in an accessible way. As you can imagine, a physicist explaining the importance of capturing anti-matter or a microbiologist explaining the microscopic world of bacteria along one's digestive tract, although fascinating, is all a tall order to do in just 3 minutes. Although social scientific inquiry is far from sim-

plistic, we do have the edge in that, by nature of what we study, the concepts are more often clear and relatable. For instance, my own research involves the testing of "The Lehman Sisters Hypothesis", which theorizes that more women employed within traditionally male-dominated financial firms could lead to more responsible economic investments. Although 3 minutes allows only a superficial exploration of this hypothesis, and I feared the potential for oversimplification, to my surprise most of the feedback and questions I received probed into the deeper questions that I had worried I had lost in the process of summarization. I believe the key to a successful summary of research lies in capturing your audience's imagination, and leaving them wanting to know more. The process of condensing years of theoretical and empirical work into 3 minutes might feel a bit like directing and starring in your own infomercial, but in a way this is exactly what you're doing. This skill of effectively summarizing and marketing your research showcases and sells more than your findings: it showcases and sells *you* – an invaluable skill to have, especially upon entering the job market. ■

*Taking Stock: Testing the
'Lehman Sisters Hypothesis'*

*Could the global financial
market meltdown of 2008
have been avoided if
Wall Street had more
women executives? ...*

View Hazel's 3 minute
'defense' anytime on our
'Departmental Multimedia'
link on our homepage:
www.soci.ubc.ca



Since her presentation, Hazel Hollingdale has been named one of the Top 25 finalists across Canada in the Social Sciences and Humanities Research Council of Canada (SSHRC)

"Research for a Better Life: The Storytellers' Challenge"

This SSHRC project publicizes how the Top 25 Storytellers are demonstrating the impact of SSHRC funded research to build a better future. View her story (and the others) online - you can find this on our website www.soci.ubc.ca under 'News'.

Undergrad Research: what I've learned

By Charles Macaulay, B.A. Student

For the last 9 months I have had the opportunity to investigate the relationship between American universities' interest in college athletics and their campus demographic make-up. Specifically my question is: *How does a university's investment in college athletics affect the racial demographics of its student body?* Although my topic has opened my eyes to new areas of study within the field of the Sociology of Sports, I have learned a great deal more about doing research more generally, especially as an undergraduate student. Many of us undergraduates will be considering our options for pursuing an honors in our final year of study. Even if I didn't take the honours route, I did take a very similar path to many of my peers who are currently in the midst of their honours work. In this brief piece, I'd like to provide some new insights and give advice for conducting research as an undergraduate student.

Preparing for a presentation I was going to give at the North American Society for the Sociology of Sport's annual conference in Quebec City, I found myself a wreck. I knew what I was supposed to talk about, but didn't know how to talk about it. After many beleaguered practice attempts in front of my partner, she finally told me what my speech was missing: a hook. A hook to draw my audience in so that they could relate to what I was discussing. It took a little while but I figured it out by focusing on me. How did I come up with this research idea? Sitting on my couch watching my favourite entertainment and thinking about grad school.

For as long as I can remember I've been a college football fan and my love-affair with the sport, the crowds, and the pageantry created this desire, a lust, an absolute need to attend a grad school in the United States that had a competitive football team. Ridiculous, I know, but it was whilst sitting on my couch that I developed my question; if I, a sociology major, a critical thinker, a vehement anti-capitalist, could be sucked in by the machine, how many others were there like me? How many other white, heterosexual males, from a middle class family were being drawn into these athletically succeeding universities?

While this may seem long and drawn out, it was reflecting on my actualities, on my everyday experience that I found the starting point to my research. Once I had placed myself into the equation, I couldn't get out. When deciding on whether you want to pursue an honours or conduct some sort of undergraduate research, do what Dorothy Smith taught me: start from the standpoint of yourself. There is no better knower of your body, of your experience, than you. Once you start from there, it makes the reading, the work, the research, and the writing something

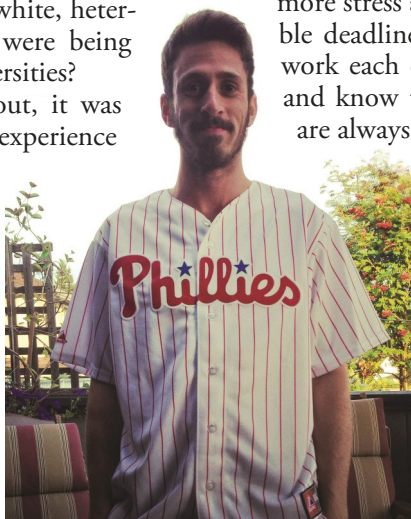
that is part of you, something that you don't want to stop pursuing.

Research on college football is not something that has been studied a lot in the Sociology Department at UBC. Who could supervise me for a project like the one that I was proposing? Luckily I had taken a statistics class with Dr. Sean Lauer and knew that I wanted the research to be quantitatively based. Also, I had the good fortune that we both cheered for the same Baseball team, the Philadelphia Phillies. Dr. Lauer is not a sports sociologist, but I knew that he had some interest in athletics and he had the statistics knowledge that I wanted to employ in my study.

This random pairing has worked out phenomenally well and a lot of where my project has taken me is Dr. Lauer's doing. Choosing a supervisor at the undergraduate level is difficult, especially if there isn't a professor with your interests. Having an existing relationship with a professor helps the process of approaching a supervisor, but also knowing what their interests are outside of what they study can be useful. It makes the relationship less formal and thus less stressful. Many of the professors post what they study and their interests somewhere. Know what you're interested in and find a professor that shares that, whether academically or personally. The supervisor-student relationship will run much more smoothly if you get along with the person who is critiquing your work.

I first approached Dr. Lauer in April 2013. For nine months I have been working on this project. Of all that I have learned throughout this project, I have learned the most about time management. Time management is not simply making calendars and sticking to them. Time management is about knowing yourself above all. Chances are that if you are thinking about doing honours or some sort of side research, you are a motivated individual, but doing research on top of taking courses is something else: being honest about how you deal with deadlines, how much you can read, write, sleep, how much down time a.k.a friend time you need. These are all things that need to be kept in mind when considering research as an undergrad. There is nothing wrong with taking your time when doing research, but trying to fool yourself when making deadlines only leads to more stress and more disappointment. Choose reasonable deadlines, force yourself to do a small amount of work each day, even if you are just staring at a page, and know that trying to schedule days to binge-write are always going to get foiled by something else.

Doing undergraduate research has been one of the greatest experiences I have had during my time at UBC. There is nothing more rewarding than creating your own question, then finding and analyzing the data. I highly recommend any student who is considering doing an undergraduate honours thesis or undergraduate research project to do it. You will love it, and hopefully some of my experiences will help as you think about your questions and research ahead. ■



UBC “Public Sociologists:”

* Ed Haddon * Cary Wu * Anna Mendoza * Tanvi Sirari * Nicole Malette *

Nicholas Kristoff wrote recently in the *New York Times* an article *“Professors, We Need You!”* which questioned the relevance of academics in today’s great debates. Responding to this call for public engagement, Amin Ghaziani’s students in the graduate class *Qualitative Methods* sought to translate the results of their empirical research which they have developed from the ground up throughout the term to a broader, more public audience. The results: 5 students have had a prolific outburst of publicity of their research - prominently featured in media outlets, including:

- ▶ Ed Haddon tells us to *“commit sociology” when we talk about social class in Canada* on *straight.com* (online version of Vancouver’s *Georgia Straight*).
- ▶ Cary Wu encourages us to think about *the meaning of “home” for international students* on *THE UBYSSEY* (Western Canada’s largest student newspaper).
- ▶ Anna Mendoza asks whether, given its mission, *UBC can be as good as Princeton or Harvard* on *straight.com*.
- ▶ Tanvi Sirari encourages UBC to *think beyond the “polished surface of multiculturalism”* on *straight.com*. After the publishing of this article, CBC Radio did a follow-up interview with Tanvi.
- ▶ Nicole Malette asks *“What is Bullying and what is not?”* on *straight.com*.



Read on & listen in! Links to these full articles and CBC Radio interview can be found in the ‘News’ section of our website www.soci.ubc.ca.

Reminiscences of Kaspar Naegele

By Martin Meissner, Professor Emeritus

From 1929 to 1954 the only full-time UBC sociologist was Coral W. Topping, a Protestant clergyman. In 1954 he was succeeded by Kaspar Naegele, the same year in which I started my UBC undergraduate studies. We lived in "Wesbrook Villa", the student family housing section of Wesbrook Camp. Out of our window we looked at a hut of faculty housing and one day saw Kaspar putting up a clothes line. I washed dishes at the Acadia Camp cafeteria next to Frank Darknell, an MA student in sociology who ostentatiously carried around a red-bound copy of Durkheim's *Suicide*. Frank brought Kaspar and me together.

My wife Margot grew up in a suburb of Stuttgart. Her family had friends in the small town of Murrhardt, some 50 km away. Kaspar was also born in Stuttgart and, as far as I know, grew up in Murrhardt. He loved to come over to chat with Margot in *Schwäbisch*, a southern German dialect.

Kaspar's father, Reinhold Nägele, was a painter, married to a Jewish physician. Because he was married to a Jew, Reinhold was removed from the Nazi-controlled arts organization in 1937. In 1938 Jewish doctors were no longer allowed to practice. In 1939 the family moved to England and then New York. The British government transported Kaspar from England to Canada in 1940, as part of a bungled deal through which the teenage boys of Jewish German parents were transported together with non-Jewish Germans, many with Nazi leanings, and put into internment camps in Canada as enemy aliens.

Kaspar did undergraduate work at McGill, the M.A. at Columbia, and the Ph.D. at Harvard, where he was a student of Talcott Parsons. He taught for a year at the University of New Brunswick and spent a year in Oslo as part of an arrangement that also included Theodore Mills and Natalie Rogoff.

I was a UBC commerce student in "production management", a program in part consisting of training in industrial engineering, with an industrial relations component. Through contact with Kaspar and some sociology and anthropology students I thought about switching to sociology. However, there was only one sociologist and later only one more. For the last three years of my undergraduate studies I worked at a company that produced precast concrete beams, sewer pipes, concrete blocks and such, doing the evening shift while the university was in session. This job arrangement was offered to me with the

understanding that I was a commerce student. In the end, my exposure to industrial production through my job and my studies was more useful to my eventual research field, the sociology of work, than the sociology undergraduate program would have been, such as it was.

As an undergraduate I took two sociology courses. One was Stuart Jamieson's *Sociology of Work* (I also took a labour economics course with him). Another was a course called *Social Roles* with Kaspar. Kaspar asked me to make a presentation about Ted Mills' *The Newcomer*, an experimental study done in Norway. It asked what happens to the structure of a three-person group when a fourth is added. It formed my image of the sociology of social structure that should be central to sociology, but rarely is, and to which Georg Simmel drew attention. Kaspar had a special interest in Georg Simmel, and I eagerly read Simmel's sociology. During the summers I read Weber, Durkheim, and the early writings of Marx, as well as George Homan's *The Human Group* and studies he used: *Management and the Worker* and *Streetcorner Society*.

In his teaching, Kaspar created an atmosphere of intimacy, even with a large class. His sociology appealed to me. It was speculative and infused with a tragic view of life. I had come through the war in Germany, finished school, went through an apprenticeship in book publishing, and worked a few years in the book business. It was a time when I took an interest in the existentialism of Sartre, and writings by Camus, Kierkegaard, Gide, Mauriac, and others. I wrote an essay for my apprenticeship examination about Franz Kafka.

After a year of post-graduation industrial work I started the Ph.D. program in sociology at the University of Oregon. Stuart Jamieson and Kaspar both wrote recommendations for me to get me admitted (Kaspar knew Ben Johnson in Oregon from when they were Harvard students). Later both recommended me to Harry Hawthorn, the head of the UBC Anthropology and Sociology Department, and I became Kaspar's colleague.

Having come through a tough American graduate program, with its emphasis on well-planned, well-designed and rigorously executed research, I no longer shared Kaspar's predilections. It would seem that he was not exposed to that side of American sociology, having been in Parson's sphere of influence with its disinterest in the facts, and possibly not having much understanding of how good empirical research gets done.

As Dean of Arts Kaspar sent me to Lima to represent UBC at the *Conferencia Americana de Universidades en Busca de la Paz*, giving me a chance to see parts of Peru and meet interesting people. He also convened a meeting that included the Vancouver Foundation, which resulted in my getting a research grant to carry out a survey project in Port



Kaspar Naegele and Margot Meissner
1956 Winter Outing, Mount Seymour

"What's Next?" Sociology Career Seminar, 2014

By Rebecca Tsang, Chase Simms, and Nicolas Roggeveen

The Sociology Department recently hosted a "What's Next?"- *Sociology Career Seminar* which was organized and facilitated by the authors. This event was inspired by the Fall 2013 issue of *Think Sociology!* themed "what sociologists have to say about finding a job in an increasingly competitive and globalized marketplace." The Seminar was designed to give sociology students the opportunity to raise their questions and concerns on this topic directly with Department faculty, who authored articles in the Fall 2013 issue - Department Head, Francesco Duina, and Prof. Rima Wilkes - along with three Sociology Alumni, active in the Arts Tri-Mentoring program.

The event started with a faculty panel discussion and a Q&A period. The questions explored included: *What can you do with your Sociology degree?* And: *Will the value of your sociological knowledge be appreciated by potential employers?* The students were then moved into five smaller breakout groups and faculty and alumni rotated from group to group exploring these questions and others in greater depth. The groups were then asked to pull out one to two major findings from their discussions and share it with the room.

Response: At the closing, we asked the students to respond to three feedback questions: 1) Was the event useful?; 2) Should we run another event like this in the future?; 3) What can we improve on or do differently next

time?

The response from students and faculty in attendance was overwhelmingly positive. 27 of the 33 students who attended the event completed feedback responses and all of them thought that the event was useful and that a similar event held in the future would be well received. The participating faculty members also expressed interest in supporting future events on this theme. Given that 51 students registered for the event in the five days registration was open, it would appear that this topic is particularly relevant and important to many students.

Students responded well to the interaction with faculty and many suggested that a longer Q&A session and more time in breakout groups would be beneficial. We also received a number of requests for a future event that could bring in potential employers and recent grads who have successfully entered the job market. Many attendees said they would like practical information from employers and individuals such as job search websites, employment opportunities and employer expectations.

Acknowledgements: We give our sincere thanks to the Sociology Department for sponsoring and providing the space for the event; to Department Head Professor Francesco Duina, and Associate Professor Rima Wilkes for generously donating their time and expertise; and to UBC Sociology Alumni mentors, Bergen Amren, Theresa Harding and Steven Petersson for their guidance and participation. ■

Alberni. It led to the publication of my much-cited 1971 article "*The Long Arm of the Job*."

I was only four years younger than Kaspar. He would have turned ninety this year. Together with many others I was greatly saddened and troubled by his jumping from a high window at VGH at the age of 41. He had been admitted by the psychiatrist of whom the Province newspaper later reported from a trial judgment concerning other patients: The judge said that the "treatment . . . was deplorable and defies all norms of civilized conduct between individuals". The judge ordered the psychiatrist "to pay damages of \$556,790," ending another chapter in the bizarre story.

The two-volume *Theories of Society*, of which he was a co-editor with Parsons, Shils, and Pitts, has received much attention. A paper he co-authored with David Aberle (my long-term anthropology colleague) was cited many times. Together with Bernard Blighen, Frank Jones and John Porter he was the co-editor of *Canadian Society: Sociological Perspectives*. Kaspar's contributions continue to be celebrated through the Kaspar Naegele Memorial Prize in Sociology and the Kaspar Naegele Lecture hosted by the Department. ■

B.A. Student Ryley Humphry wins Robertson Scholarship

Fourth year sociology student Ryley Humphry has received a Carl Bradford Robertson Scholarship. This is one of the Premier Undergraduate Scholarships. UBC awards only 10 of these scholarships to a student body of 39,000+ students annually. This is about the biggest academic recognition UBC can give to an undergraduate student!



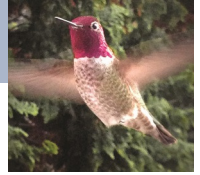


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Local resident (*Anna's Hummingbird*)
spends its winter at UBC sipping from
feeders and observing sociologists.



The Martha Foschi Prize in Research and Teaching

Support Sociology! We are delighted to report on our new award established at the UBC Department of Sociology, and to share with you the opportunity to participate in its success by making a matched gift. The **Martha Foschi Prize in Research and Teaching** is a new biannual prize that will recognize excellence in sociological research and teaching, while simultaneously honouring the many accomplishments of Dr. Martha Foschi. Our goal is to raise at least \$30,000 for this award.

Martha has played a leading scholarly role at UBC since she moved here in 1967. To this day she continues to work with students and conduct social experiments designed to add to our knowledge of significant social processes. Her research has been published widely and cited by colleagues around the globe. Martha touched the lives of many of us in very positive and beneficial ways. She was, and continues to be, very much the quintessential mentor, having influenced the careers of countless numbers of students.

To make a gift, visit www.startanevolution.ca and click 'DONATE NOW', then in the 'Direct My Gift' field select 'To a project in a Faculty, School or Campus Area', then in the 'select a campus' field scroll down and select 'UBC Vancouver', then in the 'Faculty, School or Campus Area', scroll down and select 'Arts', then in the 'Direct my gift to a Department, School or Campus Area', scroll down and select 'Departments', then in the 'Department/School/Campus Area' field, scroll down and select 'Department of Sociology', and, finally, in the 'Funds' field, scroll down and select the 'Martha Foschi Prize in Research and Teaching'. Thank you!

Think SOCIOLOGY! is issued semiannually. Editors: Francesco Duina, and Kristin Sopotiuik.
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