



# Think Sociology!

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## Thoughts from the Head

Effective teaching and learning is gaining traction in research universities. Most faculty members, at least in sociology, enjoy teaching (but hate marking!). Most faculty also care, often acutely, about student success.

Nevertheless, research discoveries, findings, and funding hog the headlines. The juxtaposition is often 'research breakthroughs' and 'teaching cutbacks'. This is unfortunate since good teaching and research are mutually reinforcing.

Few things excite students so well as realizing that Sylvia Fuller's teaching about precarious employment is firmly backed with her deep knowledge of policy and evidence. Likewise students of urban sociology love to hear Dan Zuberi relate his research experiences in his class. I know these things because the students tell me so. Two of our current post-docs are experts on social movements. Catherine Corrigan-Brown and Amy Lang use their research evidence to help students better understand a sociological perspective on the French summer riots of 2006 or the electoral reform campaigns in BC and Ontario.

Research also enters teaching via curriculum design and content. First, an array of books and articles written by UBC sociologists are regularly used in courses, both here and elsewhere. Second, many of the ideas incorporated into the curriculum of various courses around the world, are ideas that were created or strengthened by sociologists here. And finally, scholars who are actively contributing to the global research literature, also ensure their students are introduced to the leading edge debates.

We are also excited about the launch of *Sojourners*, a new undergraduate sociology journal featuring papers written by students. Sierra Gemma, this year's editor, has pulled together a strong set of papers. She describes the journal in a short note (page 2). This has been a great learning experience for the authors, editors, reviewers, designers, and fundraisers!

In the pages that follow we feature some of the other ways that effective teaching and learning happens here in Sociology – from Tom Kemple's memories of Professor Ken Stoddart, through both Renisa Mawani and Sylvia Fuller's research comments, to Dan Zuberi's description of his student's service learning in Urban Sociology. ♦



**Neil Guppy,**  
Department Head

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## Challenging Economic Times Require Investing in Social Infrastructure Too by Sylvia Fuller

We are entering troubling times. Large (and small) companies are failing, individual Canadians are watching with dismay as the value of their investments rapidly erodes, and unemployment is approaching levels not seen for decades. Governments around the world are drafting bailout and stimulus plans in the hopes of turning things around. Overnight, it seems, neoliberal economic orthodoxy has been shaken. Unfettered markets no longer seem the answer, and lack of oversight and regulation, in the financial sector at least, is increasingly seen as a problem, not a solution.

For the past several years, I have been studying the cracks in our employment and social welfare systems. I have looked at the realities of precarious employment in a booming economy, seeking to understand how labour market trends and social and labour policy intersect to render workers vulnerable. I have also followed the lives of single mothers receiving welfare to see how they have negoti-

ated the changed expectations embodied in the welfare reforms of the past few years. My research has underscored to me the cold truth that even in good times, economic uncertainty and deprivation are a daily reality for many people. As more of us come face to face with worsening prospects, their lives and experiences hold lessons that we need to learn.

Consider our employment insurance policies. In response to the specter of mounting job losses, the federal government has expanded the length of time individuals may collect Employment Insurance (EI). However, many workers are ineligible. Indeed, only 46% of all unemployed Canadians qualified for EI in 2006 - only 68% of the unemployed who contributed EI premiums actually received benefits.<sup>1</sup> To collect EI, individuals must have worked a certain number of hours over a designated period of time.<sup>2</sup> Barely half (54%) of those working part-time (most of whom are

(Continued on page 2)

(Challenging Economic Times...  
Continued from page 1)

women), who otherwise would have qualified for EI meet this threshold. Temporary workers also can have a difficult time accessing benefits as temporary jobs are typically not long enough to accumulate the required hours.<sup>3</sup> Low-wage workers in general are less likely to qualify, as are young workers, the disabled, and recent immigrants.<sup>4</sup> In effect, workers in the most insecure positions are the least protected by EI. Expanding the length of time people may collect EI does not address this problem. EI must be made more accessible.

For those who do not qualify for employment insurance, and who do not have savings or family to help them through hard times, welfare is the last resort. But welfare reforms pursued by provincial governments have severely eroded this safety net. In BC, reforms implemented in 2002 have made access to welfare more difficult. New applicants must document a three week job search before their claim will be processed, and must demonstrate that they have been economically "independent" for at least two years. For those who do manage to access welfare, cuts to benefit levels have made it harder to make ends meet. For the single mothers I have been studying, living on welfare means making do with seriously sub-standard housing (crowding, unsafe locations, mould), poor nutrition (even with the help of food banks), and vulnerability to exploitation and violence.

Ironically, although pressures to find employment have increased, it has become more challenging to transition from welfare into sustainable work. Welfare recipients can no longer access student loans to pay for needed education, and are streamed into short-term training programs emphasizing basic employability for low-wage jobs. Not only do such jobs not pay enough to support a family, they are often insecure, particularly for those with unreliable childcare. Moving from welfare to work is made riskier by the three week waiting period to process a welfare application. If a former welfare recipient loses their job they face a substantial period with no income whatsoever. The elimination of earnings exemptions, which previously allowed welfare recipients to keep some earnings from employment and still collect welfare, also means that those who are unable to find full-time work cannot gain a foothold in the labour market via part-time employment. The costs of working

(transportation, work-appropriate clothing, childcare etc.) are prohibitive while subsisting solely on a welfare cheque.

Underlying the welfare changes is the premise that jobs are available, attainable for those on income assistance, and are economically sustainable. Needing welfare is seen as symptom of personal failings and weaknesses and the solution is for people to stop being lazy and get out to work. Even in boom times, these assumptions were problematic. In a downturn, they are disastrous. Welfare and EI are important income main-

tenance and replacement programs, and critical economic stabilizers, keeping people housed, fed, and consuming (albeit at minimal levels) when times are hard. And yet, when more people will need EI and

welfare, these programs have been reformed in ways that make them less and less suited to this task.

The current economic downturn is frightening, but out of difficult times necessary change may come. The government has recognized the value of investing in physical infrastructure as a means of stimulating the economy and creating something of lasting value at the same time. While important, high levels of sex segregation in the building trades mean that this strategy will benefit some workers (men) far more than others (women). Now is the time to invest in all people, to allow everyone to contribute to our economic recovery. At a minimum, we need to expand eligibility for EI and welfare so that it is there for all who need it. Those who are on assistance must receive the supports they need to re-enter the labour force (like meaningful education and training and high quality, affordable child-care), and

to experience reasonable economic security within it. At a time when workers are particularly vulnerable, we also need to ensure that employment standards are adequate and enforced. By investing wisely in our social infrastructure, we can build bridges to better jobs and a stronger, sustainable economy that draws on and develops everyone's capacities. ♦



Photo by Martin Dee

#### NOTES:

1. By way of contrast, 83% of the unemployed qualified in 1990. *Employment Insurance 2007 Monitoring and Assessment Report*, Ottawa.

2. The number of hours required depends on the regional unemployment rate. New labour market entrants and those with recent limited work experience must meet a higher threshold.

3. In 2008, 21% of workers were employed in part-time and/or temporary positions. A further 15% were self-employed and thus EI-ineligible (Source: Statistics Canada Labour Force Survey 2008, Public use Microdata Files).

4. Caledon Institute for Social Policy *The Forgotten Fundamentals*, Dec. 2008.



## Sojourners

were kind enough to volunteer their time to review papers and give comments, all editing, layout, and design elements of the journal were completed entirely by student volunteers. Journals are available for \$5 ; email Sierra Gemma, Editor-in-Chief, at [sierra\\_gemma@yahoo.com](mailto:sierra_gemma@yahoo.com) to purchase a copy and support this new student initiative.

### New undergraduate Journal of Sociology!

The inaugural issue of *Sojourners: Undergraduate Journal of Sociology* was released April 19th, at *The Final Blitz: Sociology End-of-the-Year Gala*. Volume I includes eight undergraduate articles and one book review. While professors in the department

# Imperial Circuits of Law: The Komagata Maru, the Indian Diaspora, and the British Empire, 1912-1947

By Renisa Mawani

On May 23, 1914, the *Komagata Maru*, a Japanese ship carrying 376 Punjabi laborers was prohibited entry to Canada. The ship, which sailed from Hong Kong to Shanghai, Moji to Yokohama, and across the Pacific to Vancouver, was denied entry under three newly passed orders-in-council. The most contentious of these required all prospective immigrants to make a "continuous journey" from their country of origin or naturalization. Although the provision implied a universal applicability to all immigrants seeking entry to Canada, the underlying objectives were explicitly aimed at curtailing and eventually prohibiting migration from India.

My most recent project will explore the *Komagata Maru* as a global voyage in an age of British imperialism. The objectives of this research are two-fold: first, to explore the ship's significance across the British Empire, and second, to document the struggles over law, identity, and demands for inclusion that unfolded in India and the Indian diaspora, especially in Hong Kong,

Malaysia and Canada. Many scholars have argued that immigration laws were integral to national-formation in late nineteenth and twentieth century Canada. But what distinguishes the continuous journey provisions from other immigration restrictions (aimed at Chinese and Japanese immigrants, for example), is that the passengers were not only Indian nationals but British subjects who – in theory – were entitled to move

national governance (immigration restrictions in Canada, criminal ordinances and coercive labor regimes in India) but also a global anticolonial rhetoric that was tightly bound up with and drew from languages of British law and legality, including demands for "imperial citizenship."

To explore these transnational circuits in detail, this study foregrounds the ship rather than the nation-state as the primary site of analysis. In so doing, this multi-sited project will track the

ship's transpacific movements through archival sources and historical records in Canada, Britain, India, Hong Kong, and Malaysia. De-centering the ship's journey from nationally-bound histories and shifting to a transnational focus will open new methodological and conceptual insights that push beyond the metropole/ colony divide that has pervaded the literatures on law and colonialism and colonial/ post-colonial studies. A wider focus may provide fresh angles to rethink the complex and intricate horizontal connections that were forged between Britain's diverse settler and administrative colonies including the ways in which India, Hong

Kong, Malaysia, and Canada were drawn together in an entangled set of asymmetrical imperial relations circumscribed by British law and imperial power. ♦



"Komagata Maru docked in Vancouver Harbour, July 1914." Image courtesy of City of Vancouver Archives. James L. Quinney Photograph. CVA 7-123 192-C

freely within the empire. The *Komagata Maru*'s transnational journey connected at least four British colonies, and in so doing, produced not only different modes of colo-

## Sociology Students Association (SSA)

The 2008-09 school year has been an exciting and busy one for the Sociology Students Association (SSA). This year marks the beginning of *Sojourners* – Sociology's first undergraduate journal; a popular informal networking lunch called "Grazing with Guppy et al" (named by no other than our very own department head, Neil Guppy), as well as many other noteworthy initiatives. Our series of Sociology hoodies and t-shirts now also come in a new zip-up option for those who are interested in getting one but have not had the chance to yet.

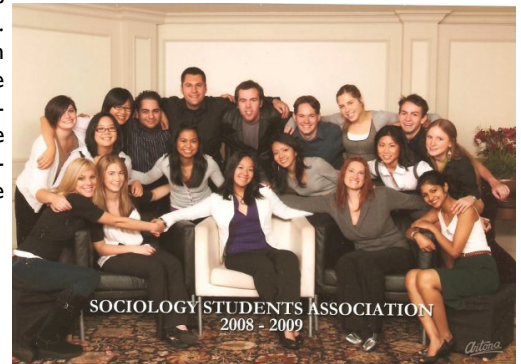
In October, the SSA began the year by working with the Centre for Arts Students Services in outlining an array of opportunities that students can get involved with. Then throughout the year, we also held a Careers Panel and a Grad School Panel where Sociology alumni and graduate students came to talk about their experiences. These panels provided students with insights to what careers a major or minor in Sociology can lead to, as well as many helpful insider tips on graduate school applications.

In Sociology, we also recognize the importance of strong social solidarity, so of course the SSA had several exciting social events like the Midterm Terror beer garden and the African Caribbean-themed Carnival. The Sociology Sun Run Team is also an excellent

chance for professors and students to get together and embark on a healthy 10km run. Finally, graduating students as well as their friends and family were invited to Sociology's Grad Reception at the homey ANSO grad lounge in November.

In no time, we will also be seeing off our students who are graduating in May. At the moment, we are all looking forward to the Sociology End of the Year Gala: "The Final Blitz". It will be held at the beautiful Century House and we hope that it will be a great way to end the year off for Sociology students and professors. Overall, this has been a terrific year for the SSA and we are looking forward to the innovative and exciting events that will be coming up next year!

Compiled by  
Jasmine Luk



SOCIOLOGY STUDENTS ASSOCIATION  
2008 - 2009

## Community Service Learning (CSL): Learning through Hands-on Engagement

by Dan Zuberi

Students in my Sociology 354 Community Studies course are involved in an exciting pilot project that integrates Community Service Learning (CSL) into the course curriculum. **The premise of CSL is that the best way to learn about community is through a hands-on approach: to get involved and make a difference in the community, while engaging in academic and personal reflection.** While learning about research on community institutions and disadvantaged communities in class, the students are working in teams on five different projects organized in partnership with the Vancouver School Board (VSB) and the UBC Learning Exchange. At the same time, the students have been researching the communities they are working in, including analysing demographic statistics and exploring the important role of community institutions in our multicultural city.

Principals, Vice-Principals and VSB Community of Schools staff members presented project ideas to the students during the first week of class. Each student had an opportunity to meet these representatives and select a project team that matched their interests and schedule. Over the course of the semester, students have then worked in teams, both inside and outside the classroom, to develop and implement these initiatives. We have been extremely fortunate to have the invaluable support of Susan Grossman from the UBC Learning Exchange, who joins the class each Friday, supports students on the project work, and acts as a liaison between the students and the VSB staff.

So what kind of initiatives have these students successfully completed? The five projects involved a range of activities, from organizing a Math Fair, to weekly leadership mentoring, and organizing a Sustainability Carnival.

1) One group of students has worked with the King George Community of Schools located in downtown Vancouver, in collaboration with the organization Check Your Head, to develop and conduct age-appropriate activities to educate students about recycling (including **Lord Roberts**



Photo by Leslie Gilkinson

Elementary School, **King George** Secondary School in and **Elsie Roy** Elementary School). The students worked closely with the Community Schools Coordinator Jessica Land and Esther Moreno to develop educational materials about protecting the environment. During the three promotional days in early March, UBC students dedicated the morning to training groups of 15 to 20 students on recycling basics. They dedicated the rest of the day to supporting these trained students as they made small group presentations in classrooms throughout the school.

2) The students involved in the **Captain James Cook** Elementary School project organized a Math Fair for all 360 students at the school from Kindergarten to Grade 7. The school is located in a highly multicultural community in the Killarney neighbourhood of Vancouver. The goal of the project was to create a series of math games that highlighted the fun and practical aspects of math. UBC students dedicated two full days of their Reading Week break to engage Cook elementary school students in these creative games as part of a Math Fair. The math games created for the event have also been passed along to teachers at the school to use throughout the school year.

3) A dedicated group of students have visited **Edith Cavell** Elementary School in the South Cambie neighbourhood every Monday afternoon to participate in a student leadership development initiative at the school, headed by Principal Michael McEwan and co-organized by Community Schools Coordinator Marisol Petersen. After weeks of learning

about leadership with a group of 57 students in the 6<sup>th</sup> and 7<sup>th</sup> grades, the UBC students are working closely with small groups of students to organize a variety of initiatives.

4) Another group of students helped organize a sustainability summit at **David Thompson** Secondary School in southeast Vancouver, with student representatives from each of the seven "feeder" elementary schools. At this summit, representatives voted to organize a Sustainability Carnival at David Thompson Secondary School to be held on Earth Day, April 22, 2009. UBC students, with the support of Vice-Principal Max Adrien and Community Schools Coordinator Teri Corcoran, are helping organize this day-long carnival that will bring elementary school students from these schools to the secondary school to participate in games and learn more about protecting the environment.

5) An arts-oriented group of students is working with **Tyee** Elementary school, a Montessori school in East Vancouver. In partnership with the Gladstone Community Schools Coordinator, Ron Scott, and an artist-in-residence, students are working with approximately 80 to 90 children to create and perform short plays on environmental topics, such as sustainability. Students from the A/V Club at Gladstone Secondary School will film the plays and videos will be made available to parents and community members.

I have been impressed with the creativity, teamwork and leadership skills of the students as they have completed these projects. As a result of their involvement in these initiatives, some students are continuing to work with the project schools, while others have used the experience to set up volunteer or internship opportunities in other Vancouver schools. This pilot project will also help the UBC Learning Exchange develop sustainable and long-term partnerships between UBC and a greater number of schools in Vancouver. ♦

### Congratulations!

to Grad Student  
**Billy Flynn**

Winner of a Graduate  
Teaching Assistant  
Award for 2008/09!



## Remembering Ken Stoddart

By Tom Kemple

Some of you reading this newsletter may not be aware that Ken Stoddart - a cherished and longstanding faculty member of the Department from 1972 to 2003 died in 2006. A memorial service was held at Queen Elizabeth Park in October 26, 2006. I'd like to share with you the words I spoke that day:

Besides being a great friend - my first here in Vancouver - Ken Stoddart was also a wonderful colleague. He was the first faculty member to welcome me warmly into the Department when I arrived at UBC in 1995; he put the file of materials and testimonials together which led to my winning a teaching prize (a prize which he himself had won a few years earlier, so I was doubly honoured); and his advice and support was indispensable in helping to ensure that my unconventional publications were recognized for tenure. He was generous in inviting my partner Stephen and me to his home for dinners and parties, and over the years he often lured me out to movies and concerts with his infectious enthusiasm. But what I most cherish are our many conversations in and around the Department, and the long phone calls we'd have in the years after his retirement. I knew that if the phone rang around 11am on a Friday when I was working from home it would likely be Ken; I never regretted the many hours we spent just chatting aimlessly about people we knew, our shared interests, and the most mundane things and apparently insignificant events. My debt to him is incalculable.

Among his most precious gifts to me was his annotated copy of Harold Garfinkel's *Studies in Ethnomethodology* (1967), a book we both admired greatly and which he once told me (with typical overstated modesty) that he'd spent his entire career trying to understand but still had not mastered. On the first page he wrote:

*'The real world consists in the organized activities of everyday life.'*

This succinct and elegant observation both complements and surpasses Garfinkel's turgid prose, and I think it served as a simple maxim that held Ken's professional and personal life together.

When I wrote to the students we shared over the years to tell them Ken had died, the response was immediate and deeply felt. Here's what some of them said:

*'He was a good man - honest and straightforward - and he suffered for that.'*

*'Ken was one of my teachers during my BA, and for years afterward in the smoking pit in front of the building. (Confession: I still re-read "Writing Sociologically" periodically).'*

*'man oh man. what a loss.'*

*'I can remember his classes as though they were yesterday! I will always remember him fondly as a great guy with a clever mind and an awakened spirit. As a student I always looked forward to his lessons.'*

*'Ken was one of a kind. The world would be a gentler place with more people like him.'*

*'He was an important teacher to me, and I regret very much that I hadn't seen him in several years.'*

*'He was a very kind man (the first I met from the department).'*

*'I always appreciated his goodwill for students, which I myself also experienced when I was writing my Masters Thesis.'*

The day after hearing the news about his death, I dedicated both the classes I taught to Ken. What made me feel his loss the most was looking out at this diverse group of students - many of whom I would never hope to reach if I hadn't learned from Ken about the great variety of life-experiences they come to us with - and realizing for the first time that I was now among a generation of students who would never be taught by or even have heard of him. I have come to rely so heavily on the critical intelligence and sound common sense that he was so skilled at providing both them and me.

Besides being a talented teacher and a cherished colleague, Ken was also a uniquely gifted writer and a sharp thinker - brilliant yet humble, profound yet reflexive. His legacy includes a trilogy of short masterpieces that expose both the pitfalls and promise of sociological thought: 'The Presentation of Everyday Life' (in *Urban Life* 14 (1) 1986: 103-121), an analysis of so-called 'adequate ethnography' which remains unsurpassed; 'Writing Sociologically' (*Teaching Sociology* 19 (2) 1991: 243-248), a personal favourite which I always give to students when they're stuck in their work; and 'People Like Us' (*Qualitative Inquiry* 7 (2) 2001: 171-191), his most personal piece which invents an alternative genre of sociological writing. These provocative essays - serious and yet also frequently humorous - will always be worth reading and rereading as long as university teachers and students need to be reminded of the relevance of their calling, and of their groundedness in the 'real world of everyday life.'

For many years, Ken and I often spoke about compiling and commenting upon a massive archive of the 'lost classics of sociology' - the many authors, texts and even unwritten and unpublished thoughts which have been largely forgotten by time or suppressed by the impulse to professionalize knowledge under the banner of 'science.' Of course, we couldn't help but imagine that we ourselves might also be included in such a collection someday! Among the first of those writers we had decided to include was W. E. B. Du Bois, who in recent years has been experiencing something of a revival but is still not counted as a 'canonical' sociologist. What Du Bois once wrote on the occasion of the death of his own beloved mentor, colleague, and friend expresses my own sadness in saying goodbye to Ken Stoddart:

*'He did his work, - he did it nobly and well; and yet I sorrow that here he worked alone, with little human sympathy... And herein lies the tragedy of the age: not that men are poor, - all men know something of poverty; not that men are wicked, - who is good? - not that men are ignorant, - what is Truth? Nay, but that men know so little of men'*  
(W. E. B. Du Bois, 'Of Alexander Crummel,' *The Souls of Black Folk*, 1903).

In memory of Ken, a few colleagues, students, family members and friends are now raising funds for a park bench and plaque honouring his life and work. A contribution to the fund - however large or small, modest or magnificent - can be made to the Vancouver Board of Parks and Recreation by cheque or credit card. A tax receipt will be issued. Donations can be made by phoning 604-257-8513, or by mail:

Vancouver Board of Parks and Recreation  
c/o Fundraising and Development  
2099 Beach Avenue, Vancouver, BC V6G 1Z4

We'll let you know when we have reached our target, as well as where and when the unveiling of the bench will take place so you can join us if you are in town.

## Institute of Aging, Canadian Institutes of Health Research

[www.cihr-irsc.gc.ca](http://www.cihr-irsc.gc.ca)

The Canadian Institutes of Health Research (CIHR) is the Government of Canada's agency responsible for funding health research in Canada. CIHR was created in 2000 and reports to Parliament through the Minister of Health.

CIHR's mandate is to "excel, according to internationally accepted standards of scientific excellence, in the creation of new knowledge and its translation into improved health for Canadians, more effective health services and products and a strengthened Canadian health-care system."

A unique model worldwide, the CIHR consists of 13 "virtual" Institutes, each located on the university campus where its Scientific Director holds her/his academic appointment. These innovative Institutes bring together all partners in the research process - the people who fund research, those who carry it out, and those who use its results - to share ideas and focus on what Canadians need: good health and the means to prevent disease and fight it when it happens. Each Institute supports a broad spectrum of research in its topic areas and, in consultation with its stakeholders, sets priorities for research in those areas.

The Institute of Aging (IA) is led by **Dr. Anne Martin-Matthews**, Professor in the Department of Sociology and IA Scientific Director. The IA office houses the administration of the Institute, which includes: **Dr. Susan Crawford**, Assistant Director; **Rowena Tate**, Project



Manager; **Marian Chong-Kit**, Administrator; and **Lynda Callard**, Finance Clerk. This team works closely with colleagues in other Institutes across the country and with the CIHR corporate office in Ottawa.

The goal of the IA is the advancement of knowledge in the field of aging to improve the quality of life and the health of older Canadians. From the causes, prevention, screening, diagnosis, treatment, and palliative care of aging-related diseases and conditions, to support systems, health services and health policy, the Institute of Aging research funding covers the full spectrum of knowledge about aging. Direct research grants, support for pilot projects, monthly awards for outstanding journal articles on aging, annual awards for trainees and new investigators, and programs designed to build research capacity are among the tools used to advance this knowledge.

Strategic Initiatives of the IA include: the Cognitive Impairment in Aging Strategy and Partnership, the Mobility in Aging Initiative, the Canadian Longitudinal Study on Aging, and Public Engagement through Regional Seniors' Workshops on Research. [www.cihr-irsc.gc.ca/e/26952.html](http://www.cihr-irsc.gc.ca/e/26952.html)

IA also collaborates with other CIHR Institutes in funding research; for example, with the Institute of Health Services and Policy Research (IHSPR) on the Partnerships for Health System Improvement (PHSI) Initiative and with the Institute of Gender and Health on The New Frontiers in Boys' and Men's Health: From Neurons to Neighbourhoods Initiative. ♦

## Sociology Graduate Student Conference - "New Directions in Social Research"

On March 27<sup>th</sup> and 28<sup>th</sup>, the Graduate Student Council of Sociology was pleased to present to you our 2<sup>nd</sup> Graduate Student Conference, under the theme, "New Directions in Social Research." The conference kick-off was a keynote speech delivered by Dr. Renisa Mawani, assistant professor, Department of Sociology, University of British Columbia. She is a socio-legal historian working in the field of transnational histories of law and colonialism in Canada; and more recently, the British Empire. Dr. Mawani presented her paper entitled "Interdisciplinarity and its (Dis)Contents."

In a follow-up Q&A session, Dr. Mawani engaged in a spirited, enlightening discussion with attendees concerning how the increasingly interdisciplinary nature of social research relates to a graduate-students' degree-seeking experiences, along with their academic prospects for further studies.

The panel sessions during the remainder of the conference were divided into four distinct sections, that is, "Migration and Identity Negotiation," "Ideological Promotions in Cul-

ture," "Gendered Subjectivities," and "Healthy Bodies or Unhealthy Societies." We were quite pleased to have graduate students presenters from other disciplines, e.g., Anthropology, Education, and Gender and Women's Studies, in tandem with presenters in our own department.

The Graduate Student Council of Sociology wishes to take this opportunity to thank all who presented at the conference, plus those who attended the two days' worth of events. We extend a special thanks to Dr. Renisa Mawani, who graciously stepped-in as the keynote speaker, with but a last-minute notice. Additionally, we wish to thank our department head, Neil Guppy. Without his support, along with that of the entire depart-

ment, this conference would not have been possible.

***We sincerely hope that the Graduate Student Conference of Sociology will become an annual graduate conference, and that it will become a prime outlet for graduate students to put forth their best work for consideration by their peers.***

Lastly, we would like to take this final opportunity to gratefully thank each and every one who contributed her or his time and effort to the great success of our conference. And, to all those who presented their brilliant thoughts and ideas, we wish to give a hearty, "Job well done!"



## Alumni - where are they now?...

### Paul Shaw MA grad '68

Looking back, my graduate work at UBC has had a profound effect on my thinking and future. Particularly memorable were Reginald Robson's philosophy of science seminars and my interdisciplinary MA committee consisting of an anthropologist, a sociologist, and an agricultural economist. After UBC, I morphed my MA thesis into a PH.D. thesis at the University of Pennsylvania on demographic-economic interrelations in Latin America which was later published as a book. A stint at the United Nations, NY, came next, honing my interest in economic development, followed by several years at an ILO 'labor advisor' to countries of the Middle East while residing in Beirut. Unfortunately, the fighting in Lebanon got out of control and I had to flee. But to my great relief, financing from Canada's IDRC enabled me to write a book and several articles on socio-economic aspects of Arab development. More important, however, the horrors I'd seen in Lebanon nagged at my limited understanding of why humans can be so easily mobilized to kill one another and, thus, I completely shifted

gears to study conflict through the eyes of anthropology, sociology, political science, economics and, most of all, sociobiology. This was the most demanding mental challenge of my life and took five years to produce a book and several articles on the subject (co-authored with Yuwa Wong, Ph.D, political sociology, SFU), followed by a lot of intellectual debate, exhaustion and subsequent motivation to re-enter real life. I then morphed again, joining the United Nations Population Fund in NY as its first 'population economist' which resulted in several publications on development and rapid population growth, involving feisty debates with folks like Canadian Nathan Kefitz (at Harvard), Barry Commoner, and none other than Robert McNamara. Thanks to those heated debates, the World Bank wooed me to join them in 1991, where I began yet another, intensive, mid-life crisis learning about an entirely new field, namely, health sector reform and financing. Five years on, I'd written a few more high stress books on health sector reform in Africa for the World Bank and worked in more than 20 developing countries. This experience led me to appreciate just how inadequate training and capacity building was in poorer countries in

health and related social sectors. And so, with the help of an international consortium of donors, I began a global training program for policy makers and implementers at the World Bank Institute in collaboration with the Harvard School of Public Health, called the 'Flagship Program on Health Sector Reform and Sustainable Financing'. I'm happy to say it's trained almost 18,000 alumni from for than 100 client countries between 1997 - 2008, involving partnerships with more than 40 academic institutions, international NGOs and donors.



A few years ago, I couldn't resist the magnetic pull of my native Vancouver any longer, and so, here I am, spending my time co-directing the 'Flagship Program' with faculty at Harvard and writing strategy papers for the Bill and Melinda Gates Foundation. It's been a wild ride and I'll always be grateful to UBC and the Dept. of Sociology for helping me find my way.

### Sue Cox PhD '99

Susan Cox is an Assistant Professor in the W. Maurice Young Centre for Applied Ethics. She completed a PhD (in Sociology) at the University of British Columbia in 1999 and MA and BA (in Sociology and Women's Studies) at Simon Fraser University. Following a postdoctoral fellowship in Applied Ethics at UBC, Cox was the recipient of a 5 year career award from the Michael Smith Foundation for Health Research.

Cox specializes in medical sociology, bioethics and qualitative health research. She has long-standing interests in the social shaping and implications of technological change and a special interest in how new genetic knowledge and techniques reflect as well reshape contemporary understandings of nature and nurture, health and illness, normality and abnormality. Other areas of specialization include re-

search ethics, narrative, the role of social science methodology in ethical analysis and the use of arts-based methods in health research. Her current research focuses on 1) the meaning and experience of being a human subject in health research (Cox & McDonald Co-PI's), 2) the significance of genetic information in shaping illness experiences, and 3) the use of found poetry, drama and other arts-based methods in health research. She has published in *Social Science & Medicine*, *Journal of Empirical Research on Human Research Ethics*, *Qualitative Sociology*, *The New Genetics & Society* and *Sociology of Health and Illness*.

Cox teaches an interdisciplinary graduate seminar "Qualitative Methods in Applied Ethics Research" (INDS 502U) in summer term that is designed to meet the needs of interdisciplinary and applied ethics students currently engaged in, or collaborating with others en-

gaged in, the data collection, analysis and/or write-up phases of a qualitative research project, especially those who do not have previous experience in qualitative research design and analysis. She will be teaching the Sociology of Health and Illness (SOCI 484) and Qualitative Methods (SOCI 382) in 2009/2010.



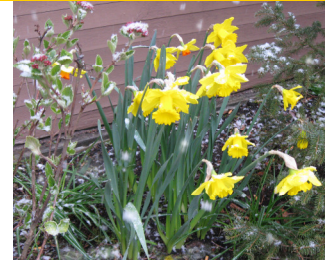
Cox is a past member and Chair of the Canadian Sociology and Anthropology Association's Committee on Professional Ethics and maintains an active interest in research and professional ethics.

**Are you interested in appearing in our "Alumni - where are they now?" feature? If so please email us a short bio, to [socihead@interchange.ubc.ca](mailto:socihead@interchange.ubc.ca)**

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# Think Sociology!

## Sociology competes in world-famous race!

UBC Sociology made an impressive performance in the 25th Annual Vancouver Sun Run, April 19th. 24 faculty, staff, students, and even some family members ran and walked alongside 55,000+ other 10K racers. The team placed 8th out of 18 UBC teams, and 20th in the education category, and of course fastest Sociology team!

Congratulations to:

Janelle Belter-O'Connor, Supriya Bhattacharyya, Jennifer Black, Radicy Braletic, Lee Bryant, Chris Buse, Jane Chipman, Neil Guppy, Monica Hwang, Alan Kearley, Janna Lum, Jennifer Martin Kearley, Anne Martin-Matthews, Marysia McGilvray, Anna Novacek, Jonathan Pan, Eunsook Park, Judy Ramsum, Miguel Ruz, Kristin Sopotiuik (Captain), Jonas Thompson, David Tindall, Joshua Tindall and Chelan Wallace



**Thank you!** to the following who have very generously made recent donations to the Department (apologies to anyone whose generosity is not acknowledged here):

Robert Anderson, Jennifer Black, Sarah Brayne, Julie Bussiere, Karen Cannon, Cynthia Cole, Robert Doll, Neil Guppy, Elaine Hooper, Sharron McCrimmon, Janet Lau, Nathania Lo, Darrell Noakes, Andrew Patterson, Steven Petersson, Karishma Poonawala, Maureen Sawkins, Justin Solamillo, Keith Warriner, Charlene Wee, Bruce Widman, Rima Wilkes, and the Office of the Dean of Arts

## Attention Sociology Alumni!

The Sociology Department would like to keep in touch with you electronically. With your email address we will be able to send your newsletters via e-mail rather than print, and keep you informed about departmental events such as the Sociology Seminar Series. Reply to us at [socihead@interchange.ubc.ca](mailto:socihead@interchange.ubc.ca)

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