

"Children make the best theorists, since they have not yet been educated into accepting our routine social practice as 'natural' and so insist on posing to those practices the most embarrassingly general and fundamental questions, regarding them with a wondering estrangement which we adults have long forgotten" – Terry Eagleton (1990).

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Stephen Harold Riggins

Archives:

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Judith Smith

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### **Reflections on a Career in the Academy**

*By Peter Sinclair*

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To the Tune of Don McLean's *American Pie*.

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Students in first internship course (Soc. 4100) Winter 2009. [More photos...](#)

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### The Clipboard

By Stephen Riggins

Congratulations to our 2 Ph.D. students and 9 M.A. students who graduated at the autumn convocation.

Dr. Godfrey Sam-Aggrey's Ph.D. thesis is titled *Working in the New Economy: Class and Status Identities Among Information Technology Employees in St. John's, Newfoundland and Labrador*.

"Mother of Twenty-One": Primary and Elementary Teachers' Workloads and Health is the title of Dr. Julia Temple's Ph.D. Thesis.

#### Recently completed M.A. theses and extended papers include the following:

Monique Bourgeois, "The Significance of Post-secondary Education in Newfoundland: A Comparison between the Provincial Government's White Paper on Public Post-Secondary Education and Rural Women Enrolled in Liberal Arts Undergraduate Degrees."

Allison Bryan, "Everybody's Land: An Exploration of Forest Co-management."

Andrew Keating, "A Multilevel Analysis of the Marginality and Social Exclusion of the Homeless: Theorizing a Dialectic of Power."

Darryl Maddigan, "A License for Survival: Exploring Structure, Agency and Power within Newfoundland and Labrador's Shellfish Processing Industry."

Tina Mercer, "'I do' – But Why do I Want to?: Theorizing the Desire for Marriage."

Aaron Pittman, "Interaction Online: Creating and Sustaining Social Relationships through Massively Multiplayer Online Role-playing Games."

Miles Power, "Peak Oil: A Comprehensive Look at Oil Depletion, its Social Costs and the Future of Society."

Byron Rolls, "A System of Development for Newfoundland and Labrador: In Support of Integration, Sustainability and Trust-building."

Laura Sanschagrin, "Beer, BBQ, and Little Blue Pills: Changing Images of Masculinity in Men's Health Magazine, pre and post Viagra (1994-2002)."

Ashley Turner, "The Under-representation of Women in Newfoundland and Labrador's Offshore Oil and Gas Industry."

&

Ashley Turner is working as an Industry and Community Liaison Consultant with the Women in Resource Development Committee (WRDC). This nonprofit organization promotes the equitable participation of women in occupations related to natural resources. Ashley's position at WRDC is directly related to her M.A. research on the under-representation of women in the Newfoundland offshore oil and gas industry. The summer issue of the *Workers' Voice* included an article by Ashley on the recruitment and retention of women in the workforce. Her photograph also appeared on the cover of the June 21-27 issue of The Newfoundland Herald. The cover story was about the OZ FM Cruiser Team, which promotes the OZ radio station through the Winners Circle program. Ashley was a co-member of the Cruiser Team.

&

Sociology undergraduate Ian Vatcher was one of the Producers as well as Director of Photography for the film *Date with the Devil*. Another job he had this summer was working as the Unit Photographer and Field Producer for the CBC television series *Republic of Doyle*. *Date with the Devil* was the subject of a news story in *The Telegram*.

&

Ellen Haskell was awarded a research grant by the Newfoundland Centre for Applied Health Research for a project about the social organization of the recreational vehicle subculture.

&

The MUN Department of Sociology was well represented at the annual meeting of the Canadian Sociological Association in Ottawa. *Ailsa Craig* appeared in the program as chair, presenter, and discussant in sessions on the sociology of culture. Her two presentations were titled "Durkheim, Weber and the Creativity of Sociological Writing" and "The Veil of Self Esteem." *Karen Stanbridge* organized sessions on contentious nationalism and a session in which the author of a widely acclaimed book met her critics. (The author was Miriam Smith.) *Stephen Riggins* presented a paper about re-evaluating anecdotal evidence.

Past MUN graduates who presented or co-presented papers at the meeting included *Allyson Stokes* ("Globalization, the State and

Organization: The Case of International Film Co-Productions and Canada's Genie Awards"), *John McLevey* ("Understanding Marginality, Ambiguous Outcomes, and Failure in Social Movements Research and the Sociology of Ideas: A Case Study of Canadian Semioticians"), *Greg Bowden* ("Ethics as Procedural Knowledge: A Reading of Michel Foucault"), and *Lynda Harling Stalker* ("Patron, Facilitator or Provider? Social Policy for Cultural Industries in Atlantic Canada"; and "Anne and Evangeline: Silent Neighbors"). *Seantel Anais'* paper was titled "Reinventing State Sanctioned Violence: The Star Trek Effect."

At the annual meeting of the CSA, Stephen Riggins received the 2009 Outstanding Service Award. This award recognizes people who have made exceptional service contributions to the Canadian Sociological Association. Exceptional service contributions are understood to mean recurring involvement in the Association in a variety of capacities. He is presently the Book Review Editor for the *Canadian Review of Sociology*.

&

Seantel Anais was awarded a SSHRC doctoral fellowship at Carleton University to complete her dissertation project "Shocking Practice: An Examination of Conductive Energy Devices and Use of Force in Canada." Seantel is also one of the contributors to the book *Inside and Outside the Law: Perspectives on Evil, Law and the State* (edited by Shubhankar Dam and Jonathan Hall). Her chapter is about conducted energy weapons.

We are happy to extend our congratulations to Seantel Anais and Allison Catmur, who were awarded the title "Fellow of the School of Graduate Studies" at Memorial University. The award recognizes outstanding scholarship throughout a graduate program.

Allison Catmur is presently working with the Department of Foreign Affairs in Ottawa.

&

Ph.D. student Sheri Manuel's first professional publication has appeared in Volume 19 of *Social Semiotics*, "Becoming the Homovoyeur: Consuming Homosexual Representation in Queer as Folk."

&

Allyson Stokes and John McLevey received Ontario Graduate Fellowships and generous Ph.D. Graduate Scholarships which will fund four years of graduate education in the Department of Sociology at McMaster University in Hamilton, Ontario. Allyson Stokes has been nominated for a SSHRC Vanier Canada Scholarship, and John McLevey has been nominated for a Trudeau Doctoral Fellowship.

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### Judith Smith Retires

*By Stephen Riggins*

An era came to an end in June when Judith Smith retired after working in the department of sociology since 1979. No longer will she be sitting in the department office cheerfully giving advice to puzzled students as the authority on bureaucratic ins and outs. Some students who were studying sociology in 1979 now have children of their own who have graduated from MUN. Judi's competence was recognized in 1997 when she received the President's Award for Exemplary Service. The award recognizes a staff member's accomplishments, initiative, responsiveness in delivering services, and dedication to high standards as an employee of Memorial University.

Since Judi Smith worked with eleven department Heads, it should be no surprise to say that it her main task soon became the training of department Heads. And often it was Judi who intervened – in a discrete manner – to prevent them from making embarrassing mistakes. As Rosabeth Moss Kanter points out in her classic book *Men and Women of the Corporation*, bosses in an egalitarian society frequently feel uncomfortable about giving orders. Judi had a knack for making department Heads feel comfortable. She also trained new secretarial staff. When Audrey O'Neill joined the department eight years ago, Judi systematically trained Audrey to be capable of replacing her. Judi did not feel threatened by sharing her wealth of knowledge. The more Audrey knew, the better off the department would be, Judi thought. Not all secretaries are this forthcoming with explanations and advice.

Judi was a liaison between the Head and the approximately 25 teachers in the department. She assisted the Head in compiling course offerings for future semesters. She prepared budget requests and maintained comprehensive financial records. As an increasing number of faculty members received large grants, she learned to keep track of the monies they spent in both Canadian dollars and foreign currencies – although this was not supposed to be her job. She was one of the main organizers of our social events. She filed documents, signed forms, sorted mail, answered the telephone, repaired photocopiers, preserved documents relevant to the history of the department, facilitated the visits of job applicants, explained university procedures – over and over – to students and staff alike who never seemed to remember them from one term to the next. And she handled "situations" with delicacy.

In 1959 while ice skating at the Prince of Wales Arena at the age of 15, Miss Judith Morgan met her future husband Adrian (Derm) Smith. In 1965 they moved to Toronto where they married the following year. Their intention was to work for a few years in order to save money for the down payment for a house in Newfoundland. She was employed in Toronto as a secretary at International Nickel (INCO). Her qualifications for the job included the successful completion of courses in commercial studies at United Collegiate (which most readers would know as the Prince of Wales Collegiate). The Smiths returned to the province, as planned, in 1972 with their down payment. The next year they opened a catalogue-shopping business on Water Street which they called Directway.

Judi's career at Memorial University started in March of 1979. First, she was an "overflow secretary," but after six weeks left to care for their three sons during the summer holidays. Aaron was then 4 years old, Ian 6, and Reagan 8. In September, Judi started working again when the boys returned to school. The following spring the department secretary suddenly quit because she was experiencing a difficult pregnancy, and Judi applied for the full-time position once her husband's parents offered to help care for the three boys. Doug House was the department Head who had the good sense to hire her.

In thirty years Judi witnessed many technological advances at Memorial University. Although some of these made her life easier, others complicated it. In 1979 she typed on



**Judi Smith**

an IBM electric typewriter using carbon paper to make a single copy. A lot of secretarial work consisted of typing because professors did not have computers in their offices. By the time she retired, she was receiving a couple hundred e-mail messages each day and scanning documents electronically. In thirty years research grants to MUN sociologists grew astronomically, the graduate program expanded, and countless faculty publications appeared which required some secretarial assistance.

For me, Judi was also the department's authority on local history. To give only one example, her maternal great-grandfather was a caretaker at the courthouse on Water Street. Judi's mother was actually born in the courthouse clock tower. After Judi's grandfather left to be in the Merchant Navy during World War I, his wife moved in with Judi's great-grandparents because she did not want to be alone for her delivery.

Since Judi was more concerned about saving department funds than probably any faculty member, I would like to record that I witnessed Judi's "last act of extravagance," as she called it. During her last hour on the job she solved the problem of how to deal with an unpredictable and annoying photocopier by printing a few pages of single-sided copies rather than the normal double-sided.

Judi's expertise will certainly be missed. She will not be far away. If she should miss the department..., we will always be happy to see her.

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## **Pink Hardhats and Transcription Tools: Research Collaboration through Community Involvement**

*By Ailsa Craig*

Serendipity is often the seed of a research project – and of a collaboration. How else to explain how two MUN sociologists with fields as different as occupational health and safety and artistic careers have ended up working together on a research project?

We (Drs. Nicole Power and Ailsa Craig) both joined the Memorial University sociology department as full-time faculty in July of 2006. Nicole had just finished a post doc with the Newfoundland and Labrador Centre for Applied Health Research where she completed her project on masculinity, risk, and safety in the Newfoundland fishery (having already completed her PhD at Essex University in the UK); and Ailsa had just defended her PhD thesis on poets’ cultures, careers, and communities at New York University.

Part way through that first year, as we were finding our feet as professors, a call for volunteers came out from the St. John’s chapter of Habitat for Humanity (an organization that builds affordable housing for low income families who would otherwise be unlikely to buy their own homes). This was for an initiative the organization calls “Women Build,” an initiative that aims to provide women the opportunity to learn and apply skills which are part of traditionally-male skilled trades. While there are men on site at a Women Build project, the volunteers that build the home are predominantly women.

Initially, we joined as volunteers because we thought it would be fun to take some time in the summer of 2007 to get away from the deskwork of the term, swing a hammer, get dirty, and feel the satisfaction of work-sore muscles at the end of the day. We joked about being two sociologists trying to build something, saying we should get t-shirts made to read “This house is socially constructed.” But soon, we realized that our volunteering together on the build was not just fodder for humour about clumsy professors, but an opportunity to combine our research practice with our community involvement.

At the first information meeting that spring, we were struck by the number of people who had shown up. There were nearly 200 women at the information meeting, and there was standing room only. The organizers were also surprised, having expected around 80 people, and found themselves having to say they would not be able to accommodate everyone’s requests to participate in the build. Aside from our interest in volunteering, our sociological minds were intrigued by the level of interest in the build – and that sociological curiosity was cemented into place by a number of things from that first meeting. First, the “swag” that was available for sale to fundraise for the build was highly gendered in ways we didn’t expect. It was pink. All of it. Very pink. Pink t-shirts, pink portable mugs, pink canvas bags (with a short, purse-like handle rather than shoulder straps) – and yes, pink hardhats. The pin that was available wasn’t pink – but even so, it was decidedly feminine: a pewter pin with little charm tools dangling from it. If this over-the-top gender coding wasn’t enough to pique our interest, at one point in the information meeting a man came in and announced that there were two cars which needed to be moved because they were blocking people’s way outside. He said that they were Hondas or Toyotas, then read out the licence plate numbers. The woman at the microphone said: “Can you give us the colours?” and the crowd laughed, and she said something mildly apologetic about reinforcing stereotypes of women at a Women’s Build meeting. And in discussing who would be working on the build, there was much emphasis put on the fact that men were welcome and that the build would be “inclusive, not exclusive.”

Even though our research areas of fishing and poets don’t overlap (despite fishing having inspired some fine poetry), Nicole and I do have a shared interest in cultures and practices of work and the dynamics of gendered relations. Those shared interests, paired with the self-conscious (and even somewhat defensive) comments regarding gender, the gendered coding in the material objects connected to this build had hooked us: we needed to find out more about what was going on. We wanted to explore how gender would come into play and be negotiated in the Women Build project and explore how that was related to the stated aims of the organization, the goals of the volunteers, and the traditionally male setting of construction.

And so, in August we climbed onto the bus with other volunteers and took up our assigned posts at the build. Nicole did a lot of work plastering, while Ailsa was part of the landscaping crew. Each day we donned our pink hard hats, got to work, and observed how others were working on the site as well. And at the end of each day, with Nicole covered in plaster dust and Ailsa covered in mud, we made our way home to take notes, and later compared our observations. We couldn’t have planned our assignments better, and found it very useful to have one of us “inside” the houses, while one remained “outside.” By combining our efforts as researchers, we were able to do a “tandem ethnography,” get to know more of the people involved, and hear and see different viewpoints on how the work was progressing. Once the build was over, we interviewed 10 other women who had volunteered on the build, and asked them about their motivations and experiences. We were struck by the similarities we found in these interviews, despite the small number of respondents. Armed with the transcripts of those interviews and the fieldnotes from our experience, we are now pulling together our analysis, as we collaborate on papers for conference presentation and publication as well as a report for Habitat for Humanity.

Among the themes that have emerged, which we will be exploring, are the “pinkification” of the build with an analysis of the material objects that were made and sold to represent, commemorate, and mark the project and its volunteers – and we look forward to presenting that work at a conference while wearing our fashionable pink T-shirts and hardhats! Also, we are examining how volunteers negotiated gender on the site, whether through a denial or an embrace of its significance. For while some of the women said that gender was not something that they noticed come into play on the site, others were keenly aware of gendered relations both between women and men, and among women. Related to this, we will also be drawing out an analysis based on how self-esteem and the language of empowerment was employed on the build – for often discussion of the ways the experience was empowering or helpful for self-esteem was central to the experience of those who said gender was irrelevant to their experience.

While the houses have been standing now since the end of August 2007, the collaborative research project that building those houses spawned for us is just now getting off the ground. The materials have been gathered, we have drawn up our "blueprints" and now, we are ready to raise the walls on the foundation we laid as we dug rocks, sanded plaster, put down sods, and built stairs, as we observed and talked to women with varying levels of experience and differing reasons for volunteering to build two houses in the company of other women.

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### Reflections on a Career in the Academy

*By Peter Sinclair*

I escaped early from psychology. When I went to the University in Aberdeen in 1964, I was bitterly disappointed to find that psychologists spent so much time studying rats and other animals, while English majors were just learning to be literary critics. The next year was the first time any sociology course was offered at Aberdeen and I lapped it up. Jimmy Kincaid said things I later learned were Marxist; Tony Wooten taught exciting interactionist theory; and others tore into all kinds of established positions. Instructors were only a few years older than me and took me along their own paths of discovery. This was a wonderful start for anyone.

I rushed into doctoral research at the University of Edinburgh excited by the idea of bringing power to the analysis of the conduct of science as a practical, everyday activity which was probably not governed by the consensual norms Robert Merton proposed. I quickly began studying scientists in several laboratories but abandoned that work before completion as I had problems establishing my role as an observer, at least to my own satisfaction. Then it was off to the archives in Saskatchewan from which I emerged with a dissertation on populist social movements comparing the Social Credit Party and the Cooperative Commonwealth Federation.

After moving to the University of Guelph in 1972, I started two new projects. One was a study of a village undergoing conflict over the type of development that should be permitted. This resulted in *Village in Crisis* with Ken Westhues. This book contains my first critique of the misleading assumptions of consensus and harmony that are inherent in the concept of community, something I have repeated many times to anyone willing to listen. The other project was to study the conditions and processes that led to the temporary success of some fascist movements and the failure of others.

Among my memories of the University of Guelph is a long battle with several faculty who wanted our students to have nothing to do with qualitative methodology. They tended to think that the qualitative supporters could not count. That was partly true in my case, and so I taught myself multiple regression techniques, obtained a national data set, and published an article on political alienation in the *Canadian Review of Sociology and Anthropology*. I hope this shocked them. Towards the end of the 1970s, I became interested in state socialist forms of agriculture, which brought me to Bulgaria for a set of interviews with a translator – not ideal, but nobody else was doing this kind of research.

Although I did have good colleagues in Guelph, it was a department controlled by an old guard of conservatives and I felt it was time to move. I can't remember how I learned that the department of sociology at Memorial University was a friendly environment, but I applied for the position and moved here in 1980. I was so confident that this was a good choice that I relinquished my tenure at Guelph, a rare event I imagine.

I had anticipated that sociologists and anthropologists in Newfoundland would have a number of studies underway about the fishing industry and fishery-dependent places. It was a surprise to discover that nothing of the sort was taking place. In 1981, I travelled all over the island doing scouting interviews in numerous places before settling on Port au Choix as the most likely to generate an interesting study. This became part of an ISER team project and led to my book, *From Traps to Dragnets: Domestic Commodity Production in Northwest Newfoundland, 1850 - 1962*, which was published a scary 24 years ago.

By the time the book came out, I was Head of the department of sociology, a job I did for five years and then two and a half more years at various times. Getting the Ph.D. program in place was probably my main administrative achievement in these years. We are now in the midst of a flurry of Ph.D. defences that will give the program a ring of success.



**Professor Peter Sinclair**



Apart from my collaboration with Craig Palmer in which we studied the west coast fisheries after the groundfish collapse, my work from 1987 to roughly 1997 was mainly about the people of fishery-dependent places rather than the industry or fisheries policy. This research included the first of two major interdisciplinary collaborations. One looked at the Bonavista Peninsula and the Isthmus. It was followed by the giant project, Coasts Under Stress, in which I looked at the forest industry, which put my long-term involvement with research on pulp and paper production in Alabama into a Newfoundland context. Next came an oil and gas study with Sean Cadigan, which we still have to complete. Along the way I have continued to write occasional pieces on political sociology and social movements, usually for an undergraduate readership. I am always protesting that I am not a "fish person" even if I still dabble from time to time, as in work with Jahn Petter Johnsen and Paul Ripley, in fisheries science. At their core, all of my studies are about power in various contexts. That is why I resist the resource label as such.

It is almost over, the formal part of my career as a sociologist. It is 40 years since graduation from the University of Aberdeen. Much of what we thought and debated in those early years has been forgotten and sometimes rediscovered in new words. That is both satisfying and discouraging. There have been new developments, however. By about 1980 we male sociologists were obliged to recognize that too much was lost by combining women and men into one category. It was somewhat humiliating to acknowledge that I had not seen how central gender was to the conduct of social life – and that despite an interest in issues of social inequality! One result has been a certain anxiety about what else I am missing. At the same time, I have resisted the notion that only the view from the position studied is worthwhile – although I have always been enough of an interactionist to take that as a necessary point of departure. More recent sociology has had to come to terms with the impact of information technologies that now condition the very forms of human interaction and have in some measure shrunken the world.

I grew up in a European style of higher education based on interpretive lecturing backed by extensive reading. University teachers did not generally act as if they were trying to transfer accumulated knowledge, but rather they demonstrated critical engagement with literature on various topics – well, the best did so. Yet this was also an elitist system in which only the academically talented (or more precisely those who demonstrated that aptitude in formal examinations) gained entry. This model does not work so well in our university environment, which is much less demanding at the point of entry. The advantages of the Canadian system include later specialization and allowance for those who mature somewhat later.

I am fortunate to have received several honours recognizing my work. I have conducted this research and written up the results because I wanted to do this for its own sake. It is work which needed to be done. Writing has always been a real pleasure for me, to such an extent that I often start before I have finished all necessary research. I have sometimes thought that it would be rewarding to be widely read like a few scholars who influence the direction of sociology and perhaps the world at large. At such times I consider how easy it would be to state extremes that get noticed or to repackage a reasonably convincing position in language that would give it a fresh appearance – like Anthony Giddens has done.

I have retreated from such temptations to write instead about the aspects of people's lives, mostly in Newfoundland and Labrador, which strike me as important. A certain scepticism about conventional understanding helps a great deal, and I try to turn the view from the outside into an advantage in that I am not committed to explanations of conduct which simply mirror local cultural understandings. This is not to say arrogantly that local people do not know what they are talking about, but it is to say that I come sensitized to certain possibilities from my own experience and with skills which they may not possess. I am unwilling to take the radical postmodern position of being simply a reporter of the understanding of those with whom I talk.

Finally, I am not departing academic life. I hope to retain everything that is most interesting to me and to do it free from the constraints of modern academic life. The apparently endless committees that need staffing are not my issue; I have always supported democratic processes in our workplace and these necessarily take time. I treat them as fieldwork on bad days. The key problem is that we academics are in danger of losing our ability to engage in critical assessments of the world we encounter: governments control research funding for political objectives; ethical reviews (mainly to

relieve institutional fears of lawsuits) make it more difficult to conduct research on those who may have something to hide; and those studied may be paying and interested partners (in the material sense) in the research process. Yet, in opposition to these trends I also see hope that critical liberal arts perspectives will survive.

There is indeed reason to be positive and carry on. Old disciplinary boundaries have cracked as many problems of interest, climate change for example, require interdisciplinary or at least multidisciplinary perspectives. Although it is difficult to make such research intellectually coherent and the sheer organizational burden can be great, I am glad to have played a role in Coasts Under Stress and other large projects. This kind of work should not be to the detriment of more traditional practices, but it is a recent development that warrants support. Students are a second reason. University students have always shown great variation, in my experience, and the best today match the best of any prior decade. Graduate teaching came easily to me and I often looked forward to the challenges of our most inquiring students.

Younger scholars should push ahead finding ways to tackle major issues within the confines of an ever-changing academic environment. Many interesting and important problems call for attention; so there is space for everyone to contribute. In retiring, I hope I am making room for someone dedicated to critical understanding.

*Peter Sinclair*

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### "Judi's Song"

*By Karen Stanbridge*

(To the Tune of Don McLean's *American Pie*)

I

A long, long time ago,

Judi came to Soc you know,

And for more than 30 years has made us smile

She's handled grants and schedulings

For presidents and underlings

With patience and good humour all the while.

II

But now it's time for her to go

And though we're feeling mighty low

We hope she'll take some pleasure

Cause by now you surely need a rest

From faculty that cause you stress

But please allow us to suggest

That you carry a pager, so we can still contact you, anytime we need  
you.

III

*Chorus*

So bye, bye, Judi Smith has retired.

Sociologists have loved her since the day she was hired.

Let's raise a glass, tell her how much she's admired,

And how much we'll miss her every day.

How much we'll miss her every day.

IV

Oh I've listened to tales of Queen's College days,



**Professor Karen Stanbridge**

Best let those sleeping dogs lay,  
Although a tell-all book, Judi, just might pay.  
We're glad you came with us when we called it quits  
With our friends the anthropologists  
But did you ever wish you'd run the other way?  
'Cause I know at times we've been a pain  
it's enough to drive anyone insane  
There must have been some days  
You'd cry, "Derm, take me away!"

V

'Course there was that time you took a trip  
we thought you'd gone to the Vegas Strip  
But you came back with a bionic hip  
Which will come in handy now running after all those grandchildren.

VI

*Chorus*

VII

Now as we sadly drink our beer,  
We wonder, Judi, how we'll get along  
Without your kind and generous heart  
To keep us from falling apart  
And to stop ourselves from coming out all wrong.

VIII

But wait a minute, Judi's taught  
all that she knows, and that's a lot  
to Audrey, she's now ready  
to keep the old ship steady.  
Now Audrey, we'll bug you instead  
And we know all good things lie ahead  
We love you, but it must be said  
Judi Smith, is a hard act, to follow.

IX

So bye, bye, Judi Smith has retired.

Sociologists have loved her since the day she was hired.

Let's raise a glass, tell her how much she's admired,

And how much we'll miss her every day.

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*By Ailsa Craig*

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*By Peter Sinclair*

["JUDI'S SONG"](#)

*By Karen Stanbridge*

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### Sociology Photos



Students in the sociology department's first internship course, offered in the winter term of 2009. Front row, left to right: Ashley Laracy, Lisa Jestican, Kim Kelly (Career Development and Experiential Learning). Back row: Kathyne French, Chris Martin, Angela Noseworthy, Laura Winters, Anne Embree, Denise Hooper (Career Development and Experiential Learning), Melissa Hodder, Danielle Moore, Stephanie Puddicombe.  
Instructor and photographer: Stephen Riggins.



Doug House's last class, April 2009.



Judi Smith and Audrey O'Neil



Judi Smith, Halloween 2007.