

NEWSLETTER OF THE *Comparative & Historical* SOCIOLOGY

SECTION OF THE AMERICAN SOCIOLOGICAL ASSOCIATION

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Call for Newsletter Editor

Carole Turbin, after superb service, has stepped down as editor of the section newsletter.

We would welcome nominations, including self-nominations, of people who are interested in serving the section by editing the newsletter.

The ASA provides mailing and printing services; the editor's main task is to select material, with the help of section officers, and prepare the newsletter for the press.

Please send nominations or letters of interest to:

Jack Goldstone
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or send a message to:
jagoldstone@ucdavis.edu

Come to Toronto!

Join us at the American Sociological Association Meeting in Toronto, Ontario, Canada. August 9 through August 13, 1997. See details of the Comparative/Historical Section sessions inside.

From the Section Chair

Jack A. Goldstone, University of California-Davis

The role of comparative-historical sociology in the scholarship of the discipline has never been in doubt. Comparative-historical work continues to win major prizes, receive high citation rates, and win respect for its practitioners.

Yet the centrality of comparative-historical sociology to the structure of departments and their curriculum is far less well-established. While every self-respecting sociology department feels compelled to offer introductory courses on social problems, and on self and society, I do not believe that there is the same imperative feeling regarding entry level courses in comparative/historical sociology.

This may be because of the way we have approached our craft. Certainly the construction of comparative-historical work is an advanced enterprise, requiring the honing of a variety of research skills. And having meaningful encounters with the classics in the field usually presupposes a solid knowledge of world history, something that cannot be presupposed in many of today's undergraduates, especially at the freshman and sophomore levels. In my own department, for example, which is unusually strong in comparative/historical faculty, we have had for many years a very successful graduate training sequence in methods of comparative-historical sociology. Yet until this year, we had no lower-level courses at all on macro-sociology, nor did we feel a pressing need to provide one.

I believe this attitude is both mistaken, and harmful to our specialty and its status in the discipline. While it may be true that comparative-historical research, and encounter with its classic texts, requires high levels of preparation, this is no less true for other realms of rigorous research. And it should also be no less true of comparative-historical sociology than for other fields that *the results* of its research can be made accessible to undergraduates, and indeed a vital part of their curriculum.

Can we think about comparative-historical sociologists as particularly well-positioned to teach courses on macro-sociology -- that is, the key elements and patterns of change in whole societies? And should we not think of macro-sociology as a critical component of the sociological education, one that is not sufficiently met by an acquaintance in theory classes with Marx, Durkheim, and Weber? If our experience at Davis is any indication, there is a demand for macro-sociology courses that introduce students to global processes of social change. Such topics as population change, technological change, development and underdevelopment, global and intranational inequality are meat and potatoes to a host of pre-law, pre-business, political science, economics, *and* sociology students who are increasingly expected to take an international view of their subjects. In taking an international

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Comparative & Historical

Sociology, published quarterly, is the official newsletter of the Section on Historical and Comparative Sociology of the American Sociological Association.

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Section News:**1997 Program**

The 1997 Meetings in Toronto will offer a rich menu of sessions on comparative and historical sociology. The Section has organized two panels, one on Systems of Exploitation, Subordination, and State-Making (organized by Carole Turbin and Karen Barkey), and one on Nationalism, Separatism, and Identities (organized by Jack Goldstone). The section also is providing a round-table session, featuring six tables, organized by Cliff Staples.

In addition to the Section's offerings, the ASA Program Committee has sponsored two panels on comparative and historical issues. One is a thematic panel on Methods of International/Comparative Analysis organized by the section chair, Jack Goldstone, and one is a regular session on comparative/historical sociology organized by Richard Biernacki.

Systems of Exploitation, Subordination, and State-Making. Organizers: *Carole Turbin*, Empire State College, SUNY, and *Karen Barkey*, Columbia University.

1. *Mimi Sheller*, New School for Social Research. "Peasants and Politics in Postslavery Societies."

2. *Victor Lee Burke*, Ohio State University. "A Theory of Political Structures in Subordinated Societies."

3. *Tekle M. Woldemikael*, University of Redlands. "Postcolonialism and Nationalism: The Emergence of the Eritrean State."

Nationalism, Separatism, and Identities. Organizer and Presider: *Jack A. Goldstone*, University of California-Davis.

1. *Edward Tiryakian*, Duke University. "Modernization Analysis, Goffman, and German National Identity."

2. *Robert Schaeffer*, San Jose State University. "The Separate Pursuit of a

Common Goal or the Common Pursuit of Difference? Separatist Movements and Identities in the Interstate System." 3. *Ralph Fevre*, University of Wales-Cardiff; *John Borland*, University of Wales-Bangor; and *David Denney*, Royal Holloway University of London. "Nation, Identity, and Immigration in England and Wales 1967-1989."

4. *Edward J. McCaughan*, Loyola University. "Of Zapotecs, Zapatistas, and Xicanistas: Revising Mexican/Chicano Nationalism in the Age of Globalization."

Roundtables. Organizer: Clifford L. Staples, University of North Dakota.

1. Democracy. *Ivan Ermakoff*, University of Chicago. "Democratic Breakdowns and the Politics of Self-Servitude." *Alvin Y. So*, University of Hawaii. "Hong Kong's Embattled Democracy in East Asia NIEs' Perspective."

2. Political-Economic Change. *Janet P. Stamatel*, University of Chicago. "Leaders or Followers? Assessing the Uniqueness of the Transition in Eastern Europe." *Jesse Biddle*, Penn State University. "How Cheap is Talk? Theoretical and Practical Considerations of Consultative Mechanisms in Economic Restructuring."

3. Identities. *Denise Ferreira Da Silva*, University of Pittsburgh. "Mapping the Movements of Difference: The Modern Racial Signifier and the Origin of Modernity." *Alexandra Hrycak*, University of Chicago. "Post-Soviet Ukrainian Alternative Culture and Its Postmodernist Identity Project: A Sociolinguistic Approach." *Eric Kaufmann*. "The End of Anglo-America? Theorizing the Decline of National Ethnicity in the U.S. and Canada."

4. Group Maintenance. *Eric Petersen*, Northwestern University. "Overcoming Distance in Medieval North Africa: A Case Study of Group Maintenance Mechanisms."

5. Social Movements and State Policy

Section News

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Formation. *Jane A. Rafferty*, University of Michigan. "Citizen Reform Movements Compared: The Ten Hours Bill Campaign and Chartism in Nineteenth-Century England."

6. The Meanings of History in Historical Sociology. *A.S. Chen*, University of California, Berkeley. "What Makes Historical Sociology Historical? Working Notes on Divergent Preconceptions of History in Historical Sociology."

Methodological Dimensions of International/Comparative Analysis.

Organizer and Presider: *Jack A. Goldstone*, University of California, Davis.

1. *Jeffrey R. Goodwin*, *Steven Pfaff*, and *Michael P. Young*, New York University. "Bringing Emotions Back Into Comparative/Historical Sociology."

2. *John Stephens*, University of North Carolina-Chapel Hill. "Historical Sequences, Causality, and the Comparative Method."

3. *Charles Ragin*, Northwestern University. "Causal Complexity and Comparative Methodology."

Historical Sociology: Classes, Cultures, and States. Organizer and Presider: *Richard Biernacki*, University of California, San Diego

1. *Richard Lachmann*, State University of New York-Albany. "Elites, Structural Rigidity, and the Loss of Economic Hegemony: Lessons for America."

2. *Rebecca Jean Emigh*, University of California, Los Angeles. "Economic Outcomes: Property Rights or Class Capacities? The Example of Tuscan Sharecropping."

3. *Hui Huang*, Rowman College of New Jersey. "The Chinese Construction of the West, 1862-1922: Discourses, Actors and the Cultural Field."

4. *George Steinmetz*, The University of Chicago. "Theorizing the Colonial State: The German Overseas Empire, 1880-1914."

Award Competition

Since no prizes were awarded last year, the section will award up to two prizes in each category, if deserving papers are submitted. The Section will make awards in two categories:

The Barrington Moore Prize:

For the best article in comparative/historical sociology published in 1994, 1995, or 1996.

Committee Chair: Professor Kathleen Blee, Sociology Department, 2G03 Forbes Triangle, University of Pittsburgh, Pittsburgh, PA 15260.

The 1995 Reinhard Bendix Prize:

For the best paper written in 1994, 1995, or 1996 by a graduate student, who has not received the Ph.D. by April 1997. The paper may be published or unpublished, but unpublished papers may not exceed 40 pages, double-spaced, 12 point type, with 1" margins.

Committee Chair: Professor Robin Stryker, Sociology Department, University of Iowa, Iowa City, IA 52242.

Membership Report

Out of 38 ASA Sections, the Comparative/Historical Section ranks as the 15th largest, with 540 members for 1996. This places us just above the average size, and comparable to such sections as Collective Behavior/Social Movements (555), Community and Urban Sociology (542), and Political Sociology (535). Membership has been very stable, as 1995 membership was 538. Still, some people whom you would expect to find in this section are not currently members. So please check with your colleagues, and encourage your students. If they are not

yet members and would like to join, a handy membership form is included at the end of this newsletter! Support your section!

Financial Report

Finances are very healthy. We are operating well within our revenues, and indeed have been building a slight surplus, now at \$2,395.17. If you have ideas as to how this surplus can best be used, please come to the Section Business Meeting at the 1997 Meetings in Toronto, and let us know.

Nominations

The Section has been fortunate to have distinguished colleagues accept nominations for Section office. The candidates are:

For Chair-elect:

David Stark
Cornell University
Pamela Barnhouse Walters
Indiana University

For Council:

Julia Adams
University of Michigan
Nicola Beisel
Northwestern University
Jeff Goodwin
New York University
Michele Lamont
Princeton University

Ballots will be mailed by the ASA soon. Watch for them, and don't forget to vote!

Personal statements of the candidates for Section Chair are on page 5.

Call for Contributions to a New Text

Introduction to Sociology: Race, Gender and Class

In response to the need for an introductory level textbook incorporating the intersection of Race, Gender & Class, we are assembling a new text/reader emphasizing precisely these intersections. Intended as an introductory level text, the text will be a collaborative effort of sociologists working in diverse substantive and research areas.

The text reader aims to examine each sociological area traditionally covered in introductory level textbooks through the lens of race, gender, and class intersections.

To Contributors:

Chapter/Paper Proposal: Proposals should be up to 100 words, describing the area of examination.

Abstract: Abstract of chapters/papers should be between 2-3 pages (500-750 words) describing aims of the chapter and various sub-sections of the chapter or area under examination.

Chapter/Paper: The text/reader is intended to be used in Introduction to Sociology courses. As such, each chapter should be an overview of the area examined. Authors should aim for a literature review of the area under examination through the lens of race, gender & class. A specific research project is to be avoided because this, by definition, is limited in its focus. Each chapter/paper should be between 20-25 pages, one to two pages for Term Definitions, plus Bibliography and Suggested Readings.

Below is a sample list of chapters to be included in the text:

Aging and RGC	Family and RGC	Quantitative and RGC
Art and RGC	Gender and RGC	Race and RGC
Class and RGC	Health and RGC	Religion and RGC
Culture and RGC	Immigration and RGC	Science and RGC
Deviance and RGC	Knowledge and RGC	Socialization and RGC
Economy and RGC	Media and RGC	Theory and RGC
Education and RGC	Occupation and RGC	Work and RGC
Environment and RGC	Politics and RGC	and other suggested sociological
Ethnicity and RGC	Qualitative and RGC	topics!

For contributions or further information, please contact:

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DEADLINE FOR ABSTRACTS: APRIL 30, 1997
DEADLINE FOR PAPERS: SEPTEMBER 30, 1997

Thank you very much for your cooperation.

Jean Belkhir and Anna Karpathakis

Personal Statements of Candidates for Section Chair

Pamela Barnhouse Walters
Indiana University, Bloomington

Something that is both a strength and a weakness of the Comparative/Historical Section is that there is no common substantive core. This is a strength because it draws together people across the usual subdisciplinary boundaries, and thus encourages cross-fertilization of ideas and methods from different subdisciplines, some of which would not otherwise talk with each other. At the same time, the eclectic substantive nature of the section means when we search for the intellectual thread that runs through the section and its membership, we more often turn to methods than substance. I think we need to pay more attention to common grounds within our membership (and organize sessions and other forums around them).

I further think that there are some practical difficulties in being a scholar in comparative and historical sociology that the section could usefully address. The interdisciplinary research in which many of us are engaged is given great lip service in most universities but its practice often puts one at risk in universities dominated by discipline-based departments, which can present problems for tenure and promotion. We need to make the relevance of our research more apparent; I would like to see the section undertake some professional development workshops to address these issues.

David Stark
Cornell University

Recent world events pose an opportunity and challenge to comparative/historical sociology. The collapse of communism marks the demise of the dualisms (public/private, market/hierarchy, etc.) that defined capitalism vis-à-vis socialism. In our epoch, capitalism as a construct is only analytically interesting in the plural; capitalisms must be compared vis-à-vis each other. Through its newsletter and sessions at the Annual Meetings, the section offers a number of venues to develop the emerging field of comparative capitalisms—enriched by the range of historical cases to develop new analytic categories that depart from the regional or area study (East Asian, East European, North American, Latin American, etc.) demarcators. I hope to add this dimension to the already rich diversity of work in our section.

Comparative/Historical Section Web Page

Be sure to check out the Section's Web page,
established and coordinated by David Zaret of Indiana University, at:

<http://ezinfo.ucs.indiana.edu/~zaret/comph.htm>

From the Section Chair (Continued from page 1)

view, they frequently encounter other societies, their forms of social organization, and their histories, as fragmented elements. They need and want a course that provides the vocabulary and concepts to grapple with the place of various societies in the world, and for analyzing their differences.

Fortunately, there have recently been several outstanding texts published that provide the foundation for such courses: I can personally suggest Daniel Chirot's *How Societies Change* (Pine Forge Press, 1994), Stephen K. Sanderson's *Macrosociology* (Harper-Collins, 3rd ed. 1995), and Jay Weinstein's *Social and Cultural Change* (Allyn & Bacon, 1997) as up-to-date and engaging books. For those who want to introduce students to the major authors in macro-sociology, *Sociological Worlds*, edited by Stephen K. Sanderson (Roxbury Publishing, 1995) provides a rich and accessible selection of excerpt of such authors as Wallerstein, Skocpol, etc. etc.

One of the assets of economics departments and their curriculum has been a clear and rigorous introductory sequence that includes courses on micro-economics and macro-economics. I believe sociologists should be equally firm in having all their majors gain a solid acquaintance with both micro and macro sociology. Such an expectation will give structure to the entry-level sequence in sociology

departments, and perhaps attract more students to the study of large-scale processes of social change.

We shall have to be assertive in developing courses and getting them on the curriculum (it took two years to develop and gain University approval for our course on Global Change: An Introduction to Macro-sociology). However, the gains for our specialty, for the discipline, and students, should be great.

If the leading departments can set a standard that other departments feel compelled to follow, of offering an entry-level macro-sociology course every year, and making it a departmental requirement for all majors, the "presence" of comparative-historical sociology throughout the discipline will be substantially enhanced. It will also, and this is no small benefit, significantly increase the demand for new Ph.Ds in comparative-historical sociology.

We are fortunate to have a great legacy of comparative-historical scholarship in our discipline, and equally fortunate to have a series of recent texts that can clearly communicate the results of that research to a broad audience. We should not be shy about insisting on the centrality of macro-sociology to understanding societies, about the value of understanding social change for an undergraduate education, or about the ability of scholars trained in comparative-historical research to play an essential role in the curriculum of all departments.

Join the Comparative and Historical Sociology Section of the American Sociological Association

MEMBERSHIP INCLUDES:

- * Newsletter
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ASA meetings

Cost for ASA Members:

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Please check one:

_____ Please register me as a member of the Comparative and Historical Sociology Section. I am a member of the American Sociological Association and have enclosed \$10 (\$5 for graduate students) for 1997 section membership dues.

_____ Please send me information on how I can join ASA and the Comparative and Historical Section.

Name _____

Address _____
