

A portrait of Professor Charles Hirschman, an older man with grey hair, wearing glasses, a dark suit, a light blue shirt, and a patterned tie. He is smiling and looking towards the camera. The background is a soft, out-of-focus grey.

# LOOKING BACK TO FIND THE FUTURE: REFLECTIONS FROM SOCIAL SCIENCE FOR A CHANGING WORLD

**Symposium,  
reception,  
and tributes  
honoring  
Professor  
Charles  
Hirschman**

November 16, 2018  
University of Washington  
Seattle, WA







## Contents

<b>Symposium and Reception Program .....</b>	<b>1</b>
<b>Symposium Panels.....</b>	<b>4</b>
Welcome .....	5
Robert Stacey.....	6
American Social Science in the Asian Century: What Role for Area Studies?.....	7
Patrick Heuveline.....	8
Maria-Giovanna Merli.....	13
Understanding and Responding to Rising Inequality.....	17
Marta Tienda.....	18
Mark Long .....	32
Human Science: In a Hole and How to Climb Out.....	53
Kenneth Prewitt.....	54
Adrian Raftery .....	59
Prospects for Compassionate Futures: Insights from Immigration & Area Studies.....	65
Alejandro Portes .....	66
Daniel Chirot.....	84
<b>Reception.....</b>	<b>87</b>
Jerry Herting.....	88
Stew Tolnay .....	88
<b>Tributes for Charlie .....</b>	<b>100</b>
Steve Harrell .....	101
Amy Kate Bailey .....	102
Morrison Wong.....	103
Peter J Donaldson .....	104
David L Brown .....	105
David Featherman .....	106
Jennie Romich.....	106
Erin McAuliffe .....	107
Richard Campbell .....	107
Fran Goldscheider.....	107

Calvin Goldscheider .....	108
Jennifer Edwards .....	108
Adaurennaya C. Onyewuenyi.....	108
Michael L. Spittel .....	109
Gunnar Almgren.....	110
Doug Massey .....	110
Llida Barata.....	111
Blair Daly .....	111
Maya Magarati .....	111
Allison Dunne .....	111
Mark VanLandingham .....	111
Puk Teerawichitchainan.....	112
Jacqueline E Darroch.....	112
Thomas K Burch .....	112
Judah Matras.....	112
Mary M Kritz.....	113
Michael White.....	113
Marta Tienda .....	113
April Greek .....	114
Chua Yan Piaw .....	114
Sara Curran .....	115

## **Symposium and Reception Program**

# Looking Back to Find the Future Reflections from Social Science for a Changing World

*Friday November 16, 2018 - Walker-Aimes Room, Kane Hall, UW*

*Symposium Honoring Professor Charles Hirschman*

**12:30pm**

## **Welcome**

**Robert Stacey** Dean of the College of Arts & Sciences  
**Sandra Archibald** Dean of the Evans School of Public Policy & Governance  
**Katherine Stovel** Chair of the Department of Sociology

**12:45pm**

## ***American Social Science in the Asian Century: What Role for Area Studies?***

**Patrick Heuveline** Sociology, UCLA  
**Maria-Giovanna Merli** Sociology & Public Policy, Duke University  
**Celia Lowe** Anthropology & International Studies, UW

**2:00pm**

## ***Understanding and Responding to Rising Inequality***

**Marta Tienda** Sociology & Public Policy, Princeton University  
**Mark Long** Public Policy & Governance, UW  
**Katherine Stovel** Sociology, UW

**3:15pm**

## ***Human Science: In a Hole and How to Climb Out***

**Kenneth Prewitt** Public Policy, Columbia University  
**Adrian Raftery** Sociology & Statistics, UW  
**Sandra Archibald** Public Policy & Governance, UW

**4:30pm**

## ***Prospects for Compassionate Futures: Insights from Immigration & Area Studies***

**Alejandro Portes** Sociology & Law, Princeton University & University of Miami  
**Daniel Chiot** Sociology & International Studies, UW  
**Sara Curran** International Studies & Sociology, UW

**5:30pm**

## ***Closing & Reception Welcome***

**Sara Curran** International Studies & Sociology, UW

**6:30pm**

## ***Reception Remarks***

Emcees:

**Jerry Herting** Sociology, UW  
**Stew Tolnay** Sociology, UW



# Looking Back to Find the Future Reflections from Social Science for a Changing World

Friday November 16, 2018 - Walker-Aimes Room, Kane Hall, UW

## *Symposium Honoring Professor Charles Hirschman*

### About Charlie

Charles Hirschman retired as Boeing International Professor in the Department of Sociology and the Daniel J. Evans School of Public Policy and Governance in September 2017. He is currently Professor Emeritus of Sociology at the University of Washington. Hirschman received his BA from Miami University (Ohio) in 1965 and his Ph.D. from the University of Wisconsin-Madison in 1972. In between those degrees, he served as a U.S. Peace Corps Volunteer in Malaysia. After his PhD, he taught at Duke University (1972-81), Cornell University (1981-87) and the University of Washington (1987-2017). He served as director of the UW Center for Studies in Demography and Ecology from 1987 to 1995 and as chair of the Department of Sociology from 1995 to 1998. In addition to his academic appointments, Hirschman worked for the Ford Foundation (in Malaysia) in 1974-75, and was a visiting fellow at the University of Malaya (1984), Australian National University (1985), the Center for Advanced Studies in the Behavioral Sciences (1993-94), the Russell Sage Foundation (1998-99), and the Population Reference Bureau (2005-06), and was Fulbright Professor at the University of Malaya (2012-13).

Hirschman's teaching and research focus on demography, immigration and ethnicity in the United States and Southeast Asia. He has authored or edited four books (most recently, *From High School to College: Immigrant Generation, and Race-Ethnicity*, Russell Sage, 2016), more than 125 articles/book chapters, and 50 book reviews/comments. He was elected President of the Population Association of America (2005), Chair of Section K (Social, Economic, and Political Sciences) of the American Association for the Advancement of Sciences (2004-05), and is an elected fellow of the American Academy of Arts and Sciences and of the American Association for the Advancement of Science. Over the years, he has chaired at least 30 PhD committees, 20 MA committees, and mentored 11 postdoctoral fellows.

In lieu of a gift, please consider a donation to The Charles and Josephine Hirschman Endowed Fund for Graduate Research

<https://tinyurl.com/HirschmanGift>

### Sponsored by

Department of Sociology  
Evans School of Public Policy & Governance  
Center for Studies in Demography & Ecology  
East Asia Center  
Southeast Asia Center  
The Earl and Edna Stice Memorial Lectureship



## **Symposium Panels**

**Welcome**

**Robert Stacey**, Dean of the College of Arts & Sciences

**Sandra Archibald**, Dean of the Evans School of Public Policy & Governance

**Katherine Stovel**, Chair of the Department of Sociology

It is a pleasure to be invited to say a few words about our friend and colleague Charlie Hirschman, to kick off this Symposium and celebration in his honor. Charlie and I have been colleagues at UW for 30 years; he arrived here in 1987 as a full professor, just a year before I came as an assistant professor. I cannot remember when we first met; it may have been in the late 1990s, when Charlie was chairing the Sociology Department and I was Chair of History – but we have known each other for a long time. And like all of you, I've admired him for as long as I've known him.

Charlie is a Midwesterner. He was raised in Lisbon, Ohio, a small town of fewer than 3000 people in eastern Ohio, about midway between Akron and Pittsburgh. Lisbon, for those who do not know it, is the county seat of Columbiana County, Ohio; and among its other claims to fame, Lisbon is where the modern drinking straw was invented and patented.

When Charlie graduated from high school, he stayed in Ohio to attend Miami University of Ohio, from which he graduated in 1965 with a bachelor's degree in Sociology. He then spent a couple of years in Malaysia, working with the Peace Corps, thus beginning a lifelong connection to Southeast Asia. When he returned to the US, he returned to the Midwest, enrolling in the Sociology PhD program at the University of Wisconsin, Madison, from which he graduated in 5 years.

His promise was apparent very early. He began his career as an assistant and then an associate professor at Duke University. From Duke he moved to Cornell, first as an associate professor, then quickly promoted to full professor. And from Cornell, Fred Campbell, then Chair of the Sociology Department, and Ernie Henley, then Dean of the College of Arts and Sciences and a man famous for his keen eye in evaluating academic talent, recruited Charlie to the University of Washington as Professor of Sociology and to become the new Director of the Center for Studies in Demography and Ecology, known to all of us as CSDE.

I want to read a couple of passages from the letters of recommendation that brought Charlie to UW. I think you will recognize in them the same man we celebrate today. Read two recommendations

Clearly a man of these talents could not be left to simply get on with his academic work. That is not the "Washington Way." Instead, Charlie was quickly asked to assume a whole host of other administrative duties in addition to directing CSDE. In 1990-91, he served as acting director of SE Asian Studies, then as now located in the Jackson School. In 1991-92, he served as Chair of the Faculty Senate Council on Faculty Affairs, where he was asked to deal with two perennial issues: the permissible bounds of non-academic relationships between faculty and students; and the procedures for adjudicating grievances filed by or against faculty members. Having had some experience since in dealing with both these issues, I will only remark that it must have been a lively and difficult year. In 1995, Charlie became Chair of Sociology – and I can't imagine that that was restful either.

As a reward for his labors, in 2002 he became the Boeing Professor, a University-level honor, and he moved half his line into the Evans School. He continued with this joint arrangement until his retirement.

Other universities too were well aware of Charlie's talents, and over the years he had a series of offers to move elsewhere, several of which would have taken him back to his Midwestern roots. But to our great good fortune, he chose to stay here, at the University of Washington, because, as he wrote, "My work here isn't done." I dare say he might still say that today. But in the course of his UW career, he pushed that work forward with vigor, good humor, resolution, and grace. And for that we are all in his debt.

**Robert Stacey**

## **American Social Science in the Asian Century: What Role for Area Studies?**

Panelists

**Patrick Heuveline**, Sociology, University of California - Los Angeles

**Maria-Giovanna Merli**, Sociology & Public Policy, Duke University

Discussant

**Celia Lowe**, Anthropology & International Studies, University of Washington

“American Social Science in the Asian Century: What Role for Area Studies?”

**Patrick Heuveline**

Patrick Heuveline’s substantive research interests center on how childhood family structures affect child wellbeing and the transition to adulthood. His work to date is divided between comparative, secondary data analyses on single parenting or cohabitation in Western Nations, and an ongoing project in Cambodia, which began in 2000 and is designed to study family change since the Khmer-Rouge period (1975-79). Methodologically, he is interested in developing and estimating models centered on population dynamics to represent phenomena that are intertwined with demographic processes. To date, the main applications have been on the HIV/AIDS epidemic in Eastern Africa and on the death toll of the Khmers Rouges’ regime. Heuveline holds a PhD in Sociology and Demography from the University of Pennsylvania and is currently a Professor at the University of California – Los Angeles.

# **American Social Science in the Asian Century: What Role for Area Studies?**

Patrick Heuveline  
International Inst. & Dept. of Sociology  
UCLA

11/16/2018

Symposium Honoring Charles Hirschman

## **Looking back: The “role” of Area Studies**

- To “provide a corrective to the assumed universalism of a single path to modernity and contribute to the development of a cross-cultural theory of family change” (1)

11/16/2018

Symposium Honoring Charles Hirschman

## Looking back: The “role” of Area Studies

- To “provide a corrective to the assumed universalism of a single path to modernity and contribute to the development of a cross-cultural theory of family change” (1)
- & contribute to “a common theoretical framework that will accommodate the diversity of historical paths” (2)

11/16/2018

Symposium Honoring Charles Hirschman

## Looking forward: Opportunities & Challenges

- “Demographers have internalized a reluctance to make predictions or broad generalizations from current pattern” (3)

11/16/2018

Symposium Honoring Charles Hirschman



## Looking forward: Opportunities & Challenges

- “Demographers have internalized a reluctance to make predictions or broad generalizations from current pattern” (3)
- “Everything should be as simple as it can be, but not simpler” (4)

11/16/2018

Symposium Honoring Charles Hirschman

## Looking forward: Opportunities & Challenges

- “Demographers have internalized a reluctance to make predictions or broad generalizations from current pattern” (3)
- “Everything should be as simple as it can be, but not simpler” (4)
- “If science is to discover parsimonious principles that explain complex patterns, we do not seem to be making progress” (2)

11/16/2018

Symposium Honoring Charles Hirschman

# Data, data, data

- “Broad empirical generalizations and theory construction were perhaps simpler tasks in an age with little empirical data” (2)

## References

- (1) Hirschman, C. & Teerawichitchainan, B. 2003. “Cultural and socioeconomic influences on divorce during modernization: Southeast Asia, 1940s to 1960s,” *Pop. & Dev. Rev.* 29(2): 215-253
- (2) Hirschman, C. 1994 “Why fertility changes,” *Annual Rev. of Sociology* 20: 203-233
- (3) Hirschman, C. et al. 1994. “The path to below replacement fertility in Thailand,” *Int. Family Planning Perspectives* 20(3): 82-87
- (4) Attributed to Einstein, A. (probably apocryphal)

## “American Social Science in the Asian Century: What Role for Area Studies?”

**Maria-Giovanna Merli**

M. Giovanna Merli is a Professor of Public Policy and Sociology at Duke and a member of the Duke Global Health Institute. Her research straddles three disciplinary realms: demography, contemporary Chinese society and global health. She focuses on a range of population and health issues in developing countries that intersect frontline public policy, such as the role of China's population control program in lowering fertility preferences and fertility rates in China, the social and behavioral determinants of HIV and other sexually transmitted diseases and the evaluation of methodological approaches to sample hard-to-reach and hidden populations at high risk of acquiring HIV/AIDS. Merli combines her passion for demography and her 20-years experience with living in, studying and conducting research in China in her most recent work. China is a very low HIV prevalence setting but infection rates are high in some population groups whose behaviors are driving the Chinese epidemic. Thus, it is crucial to understand the social and behavioral patterns that put population groups with different risk profiles in contact with each other. Merli's work examines the social and behavioral factors that create conditions which lead individuals in China to acquire HIV infection. This work is crucial to inform the design of appropriate interventions to prevent further spread of infection. Merli also studies HIV/AIDS in another, very different setting of the global HIV epidemic, South Africa, where the AIDS morbidity and mortality crises are tantamount to a perturbation of the age structure. HIV/AIDS in South Africa mostly affects individuals in the mid-adult ages and her work focuses on understanding the consequences of this mortality and morbidity crisis for families and households. Research in China is my comparative advantage.

I am so delighted to be here to celebrate Charlie as a scholar and as a person. I would not have missed it for anything!! And thank you, Sara for organizing this wonderful event.

And thank you, Patrick, for providing the needed background on the evolution of area studies and demography. I shall rely on what Patrick has laid out to briefly interrogate the traditional area study paradigm, and discuss how area studies, under this paradigm, has advanced demography. I shall conclude with a few ideas about the search for a new area studies paradigm in the Asian century. I shall argue that demographers are in a favorable position to partake in this paradigm shift and claim that there is a role for both area studies and demography in the Asian Century.

Celia's encouragement to rope China into my reflections has given me the opportunity to use my own personal trajectory, from the early acquisition of China literacy or China fluency as knowledge of the language, history and politics of an area is labeled, to my training in demography, as a template to discuss the relationship between area studies and demography. I think such a trajectory might especially resonate with Charlie, who knew everything Malaysian before he knew demography.

The area studies paradigm was conceived and organized through a culturalist problematic which incorporates a configuration of research problems based on an attempt to understand a particular geographical 'area'. This paradigm is defined in terms of the distinctive, particular characteristics and circumstances of the area itself (language, history, religion, political system, etc.).

As for demography, few would disagree that it is the collection, evaluation and quantitative analysis of empirical data that unify demography as a field. In demography, facts are summarized by statistical models, with prominence given to the demographic toolkit, and demographic models have a unifying theoretical premise. At first glance, demography and area studies don't mingle. In demography, discipline seems to come first and area fluency second. Learning a specialized language and conducting in-depth field work was never highly rewarded in our discipline.

Yet, I would do an injustice to our field if I ignored the internationalist and comparative perspectives, already alluded to by Patrick, which international demographers have marshalled. It is in Asian, Latin American, and African settings where international demographic data and research are produced; it is this "international" perspective that has enabled demographers to elaborate, confirm or refute core models and theories. Data collected in non-European, non-North American settings have enabled a generation of international demographers to infer regularities, recognize demographic patterns and draw generalizations about the demographic and health transitions. In a culturalist vein similar to that which characterizes area studies, demographers have benchmarked their observations on Asian countries and other international settings against the European and North American experience. Area knowledge has been applied to identify exceptional cases which have spawned new interpretations and enriched our theories or to highlight common threads and multiphasic transitions in regions composed of nations and population groups with diverse histories, political contexts, cultural and religion traditions, as demonstrated by Charlie's seminal work on Southeast Asian fertility declines.

But our discipline has also taught us to never travel too far from the data, which highlights the need for a better understanding of the political economy of data generation in a specific area, something that can be greatly facilitated by area fluency.

So now back to China, to a few examples of how my China fluency has engendered new interpretations and shed light on the data generation process of this demographic giant. First, China fluency helped me and other scholars of Chinese demography (One of them, Bill Lavelly is in the

room) establish that the analyses of the determinants of the Chinese fertility decline, most importantly the use of contraception, required a departure from a rational-choice model where the determinants of fertility operate at the individual level to one where all the variation is at a higher contextual level in function of local political exigencies and relations with the Chinese state, which have little to do with individual demand and the delivery of family planning services.

Second, in my work on the local implementation of the birth planning program, I had started out, logically enough, to use fertility statistics to say something about China's birth planning program, but, after several months spent observing the Chinese birth planning system and bureaucracy on the ground, it turned out that the cart was driving the horse: the program was driving the fertility statistics with underreporting of female births perpetrated by Chinese birth planning officials responsible for data collection and by the "clients" of the program who were penalized for having above-quota births. Notably, this recognition of the suppression of female births from the statistical system had all but disappeared from the concurrent literature produced by highly respectable Chinese and many Western demographers, who argued that Chinese demographic data are accurate, that Chinese fertility is truly very low, that statistical manipulations are absent from the data and that policy makers should act on this empirical evidence and consider relaxing the policy limits on the number of children allowed. There are of course plenty of compelling reasons for relaxing the numerical limits on the number of children Chinese couples can have, but good data is not among them. The historical record and the micro-politics of the situation which recommended adherence to the population targets instituted by the state—things I have observed on the ground and in the data—suggested that greater skepticism about the data was in order. My China fluency and reliance on the Chinese nation-state as the main frame of reference did help bring in full view that facts are unstable when power is at stake (does this ring a bell?) and that the Chinese fertility decline is exceptional, both in terms of the Chinese state's interference with the collection of birth statistics as well as with regard to the variation in the local context of policy enforcement.

But while this China fluency model has made it possible to cast Chinese demographic exceptionalism in full view, today one can no longer assume that demographic, social and economic processes in China are taking place in isolation. China's current patterns of production and consumption are generating new problems of a transnational and transdisciplinary nature that can no longer be addressed solely by a China fluency model. The nation-state is no longer the sole useful frame of reference. For scholars of China today, it is increasingly difficult to divorce one's work from the broader conditions of globalization and the role of China as a global power. The rise of China, concurrent with the recent growth of several other Asian, African and Latin American economies, has meant an expansion of foreign relations, as well as transnational flows of trade, capital, people and ideas. A land border is no longer the necessary condition for interdependence. Demographic, social, health, economic and environmental processes are increasingly linked through these interregional flows.

Think about the liberalization of China's emigration policies in the late 1990s-early 2000s which accounts for China now being the fourth largest source country of international migrants and which has fueled a recent increase in the migration of highly skilled, wealthy individuals and of immigrant investors. Also think about China's development strategies, epitomized by the Belt and Road Initiative (BRI) and its precursors, which involve global infrastructure development and investments, leading to a growth of project-tied migration of low-skilled workers. And there are also new phenomena—such as return migration and immigration TO China by diverse groups including people from Sub-Saharan African countries who are settling in Southern China to establish trading channels between China and Africa.

Although the history of Chinese emigration is long, the recent surge of global Chinese migration has new global implications for the biodiversity of the region, carbon emissions, health and energy access, the social stratification of sending and receiving communities and also for Chinese identity and nationhood. These are first-order problems of transnational and transdisciplinary nature which require new paradigms in area studies and the disciplines (both the social and the natural sciences). These paradigms can be formed through stronger collaborations between area studies and the disciplines as well as with cross-country collaborations (the form of these collaborations may be an item for later conversations).

So the main areas of contemporary demographic research, (migration, health, fertility, family, aging, and the relationship between population, development and the environment) are shaped by forces which play out in an increasingly global and interconnected world. Demographers are well equipped to partake in this paradigm shift. Here I devote a few remarks to migration because it is a demographic and social process that is very dear to Charlie. Demographers have made important contributions to the study of migration: they have established an immigrant health advantage, they have identified the role of migration as a source of social stratification in countries of origin and destination, they have measured the effect of transnationalism on the process of immigrant adaptation and assimilation. Demographers have also adapted to the rise in globalization and transnationalism by proposing transnational sampling designs useful to study the relationship between migration and health, as well as patterns of assimilation. Some are currently improving these transnational sampling designs to address challenges related to selectivity and population coverage and representation. Finally, demographers are a multi-disciplinary bunch; many have significant interdisciplinary practice and experiences, they are in a privileged position to examine the transnational nature of research problems in the purview of a globalizing China and to spur interdisciplinary collaborations in the process, including with area studies, which can help interpret the extent to which the Chinese state and other stakeholders in the sphere of Chinese influence are in turn defining the parameters of global migration and transnationalism.

## **Understanding and Responding to Rising Inequality**

Panelists

**Marta Tienda**, Sociology & Public Policy, Princeton University

**Mark Long**, Public Policy & Governance, University of Washington

Discussant

**Katherine Stovel**, Sociology, University of Washington

## “Reflections on the Contours of Inequality”

**Marta Tienda**

Marta Tienda is Maurice P. Daring '22 Professor of Demographic Studies and Professor of Sociology and Public Affairs at Princeton University and former director of the Office of Population Research. Dr. Tienda is past president of the Population Association of America, a former Guggenheim fellow, and is a member of the American Academy of Arts and Sciences, the American Academy of Political and Social Sciences, and the National Academy of Education. She is an external fellow of the American Institutes for Research. Professor

Tienda has authored or co-authored over 200 scientific papers and chapters about U.S. racial and ethnic inequality, international migration, variations in family structure and reproductive behavior, and access to higher education. Her current research focuses on intermarriage, educational opportunity, and the implications of adolescent romantic relationships for emotional and physical wellbeing. Currently, Dr. Tienda serves as an independent trustee of the Teachers Insurance Annuity Association (TIAA), the Alfred P. Sloan Foundation, the Jacobs Foundation of Switzerland, and the Robin Hood Foundation. Previously she served on the boards of Brown University, the Federal Reserve Bank of New York, W.T. Grant Foundation, Carnegie Corporation of New York, Kaiser Family Foundation, and Russell Sage Foundation. Dr. Tienda received a B.A. from Michigan State University (Spanish, 1972) and a Ph.D. in sociology from the University of Texas at Austin (1976). She previously held positions at the University of Wisconsin, Madison and the University of Chicago and has received honorary doctorates from Bank Street College, Ohio State University and Lehman College.



# Charlie Hirschman



**Prodigious scholar,  
exemplary colleague,  
generous mentor,  
friendship unbounded**

## Diversity, Disparities and Social Cohesion

- **Deconstructing Social Constructions—Race and Threat**
- **Perceptions: Facts, Frames and Fantasies (alternative facts)**
- **Preferences: Higher education**
- **Agenda for next gen**

# Minority... a term whose time has gone?

Social group subjected to unequal treatment/subordination, irrespective of size

**Pre-1970:** Majority/minority shorthand → White/Nonwhite

**Post-1970:** Minority =  $\sum$  (**Blacks**, **AINA**, **Asian**, **NHPI**, **Hispanics**)  
= Nonwhite

Convenient simplification but problematic

- Ignores legal protections (e.g., ethnic vs. racial groups)
- Discounts unique histories of subjugation
- Begs question whether minority status can be changed
- Invites consequential misrepresentations

## Sampling of (mis)leading HEADLINES

- *Diversity Explosion: How new racial demographics are remaking America* (Frey)
- It's Official: The U.S. is Becoming a Minority-Majority Nation (Wazwaz 2015)
- For the first time, there are more students of color than white students in our public schools. How we confront this change will determine the fate of this generation—and the country (Carr 2016)
- U.S. whites will soon be the minority in number, but not power (Poston & Saenz, 2017)
- The US will become 'minority white' in 2045, Census projects (Frey, 2018)
- Overhyped media narratives about America's fading white majority fuel anxiety (Yglecias 2018)
- Who's Afraid of a White Minority? (Edsell 2018)

# Majority-Minority is Problematic Oxymoron!

## States become Majority-Minority

• Hawaii	1959
• New Mexico	1994
• California	2000
• Texas	2004
• Nevada	2019
• Maryland	2020

**Hypodescent in disguise.**

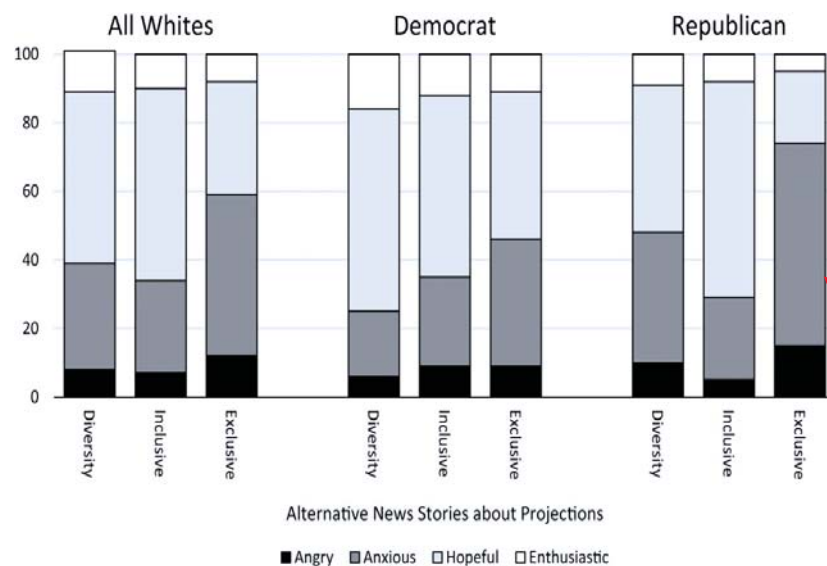
Sources: Myers & Levy 2018; multiple online sources

## Whites become U.S. Minority

Projection year	Definition of "white"	Year "minority" status
2000	NH White	2059
2004	NH White Alone	2050
2008	NH White Alone	2042
2014	NH White Alone	2044
2014	NH White + others	2054
2014	White alone + others	2060 or beyond

**Recognizes intermarriage, includes Hispanics and mixed multiracial people**

## White Readers' Emotional Reactions to Alternative Frames about Vanishing White Majority



### Whites' Emotional Response to Vignettes

Exclusive: white alone in year "x"  
Inclusive: mixed race condition  
Diversity: no reference to majority status

**Group threat activated by exclusive scenario, especially among Republicans → anger and anxiety**

Source: Myers & Levy. 2018. "Racial Population Projections and Reactions to Alternative New Accounts of Growing Diversity" Annals, AAPSS.

**If men (sic) define situations as real, they are real in their consequences.”**

W.I. Thomas, 1928

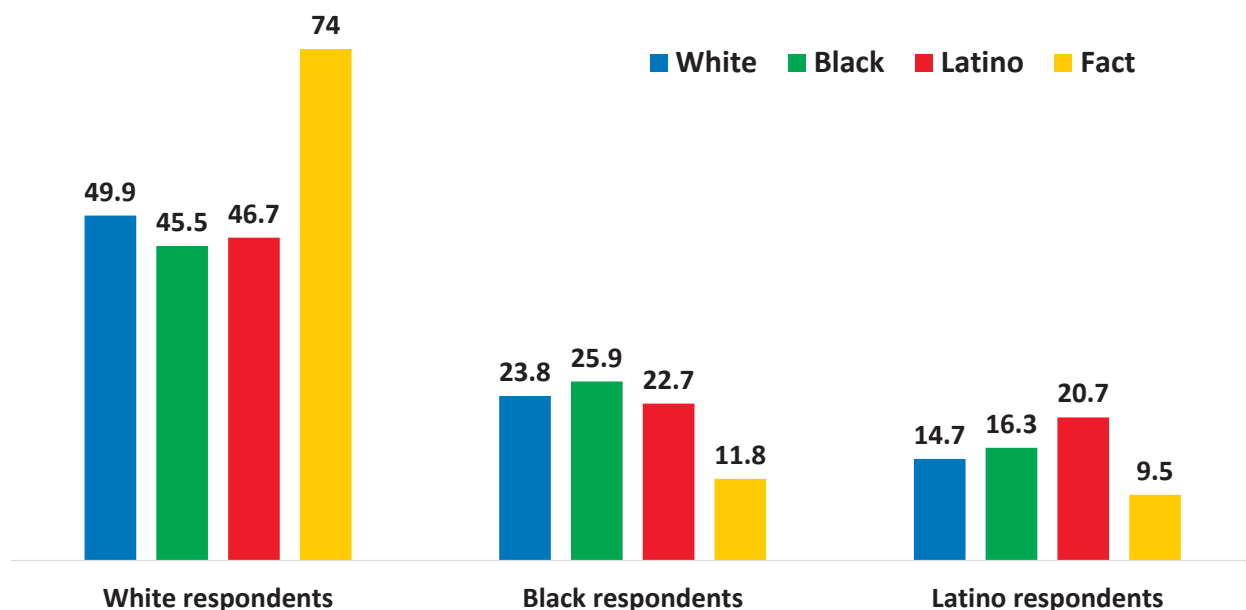
**Have we reached a tipping point in tolerance for diversity?**

**If so, how to reconcile group threat with growing support for immigration (in U.S. at least) and positive attitudes about diversity?**

**What does this adage mean in context of social media? Who defines the situation (e.g., categories) and where do scientific facts fit?**

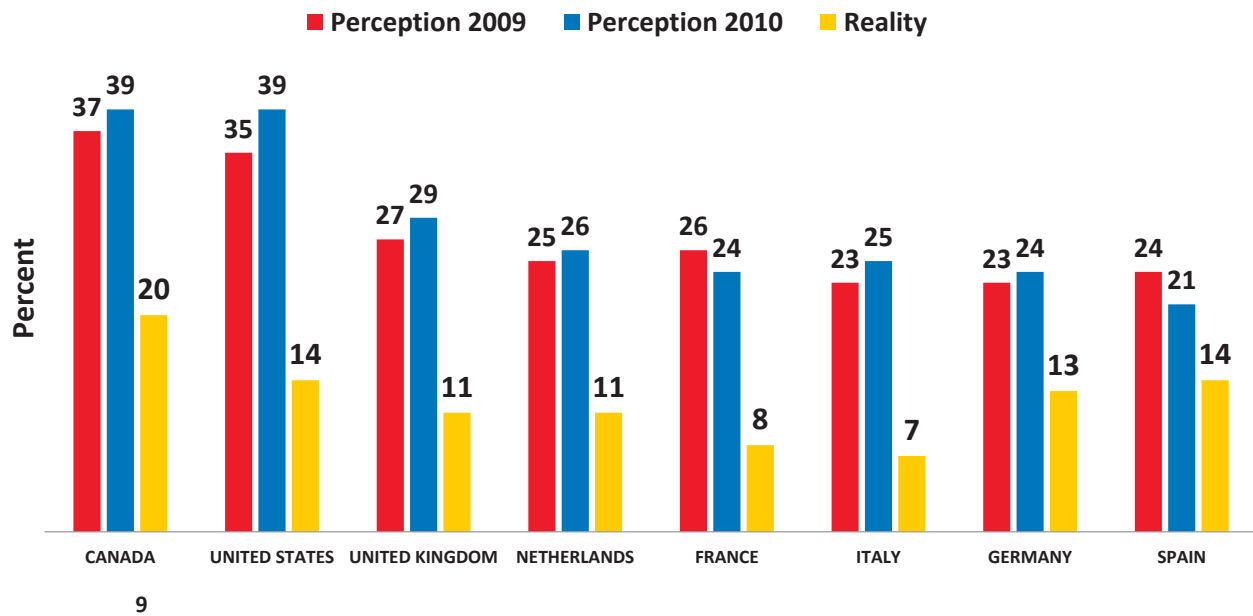
## **In fact...(mis)Perceptions About “Other” Groups are not New**

**What Percentage of the U.S. Population (1995) is....**



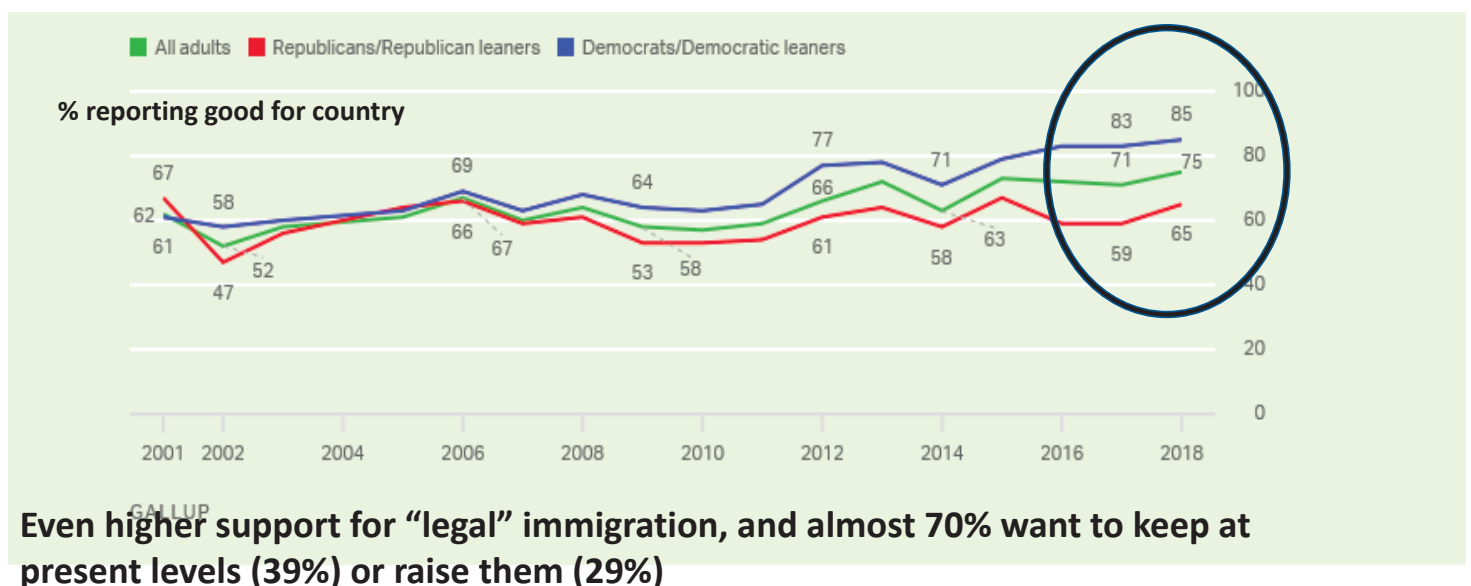
Source: Washington Post/Kaiser Family Foundation/Harvard University Survey on Race, October 1995

## Distorted Perceptions of “Others” not unique to U.S. : Foreign Born Populations vs. Official Statistics



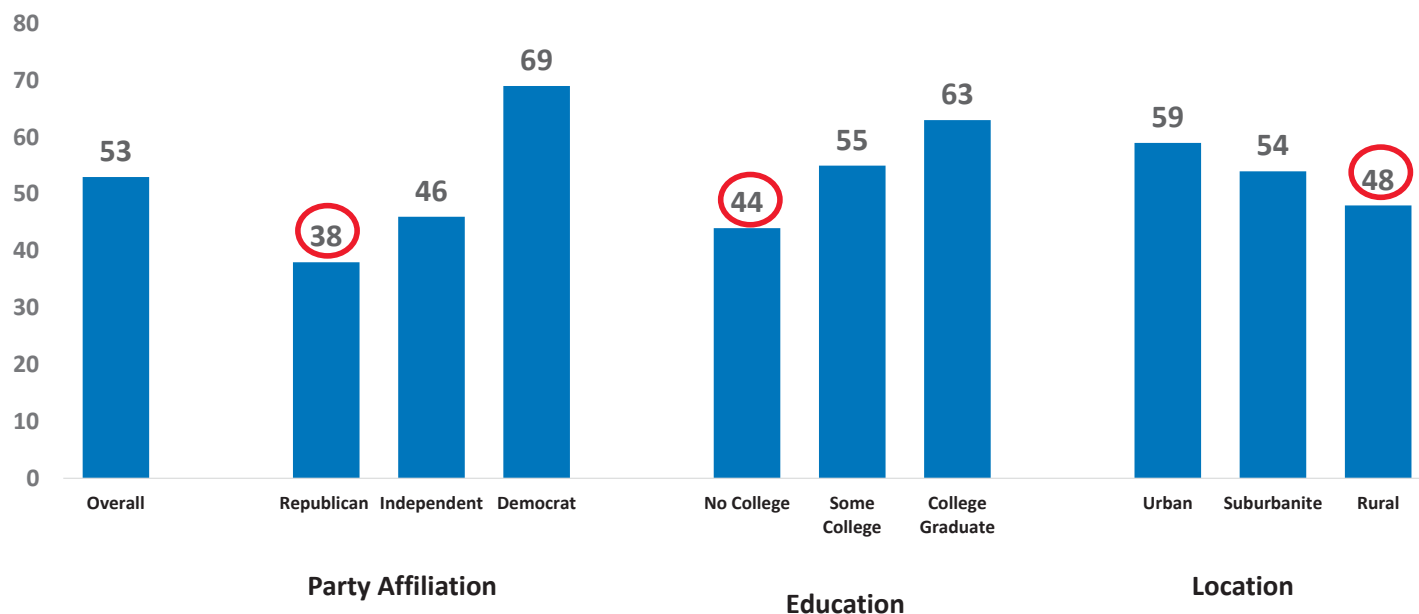
Source: [www.transatlantictrends.org](http://www.transatlantictrends.org)

## In U.S., Public Support for Immigration Reaches Historic High in 2018!



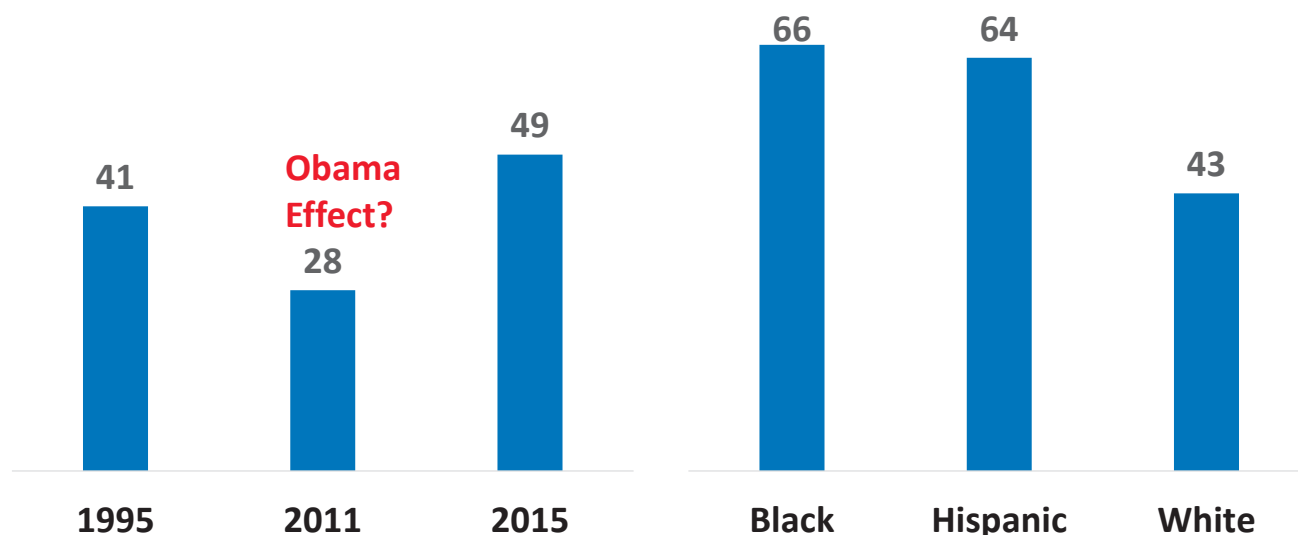
Source: Brennan. 2018. ‘Record High 75% of Americans Say Immigration is a Good Thing.’ Gallup

## Over Half of Adults agree that Diversity Makes Country Stronger, but not uniformly ...



Source: AP-NORC poll conducted 10/18 with 1/152 adults nationwide.

## Yet, almost half agree that Racism in Our Society is a “Big Problem” –Especially Blacks and Hispanics (Percent agreement)

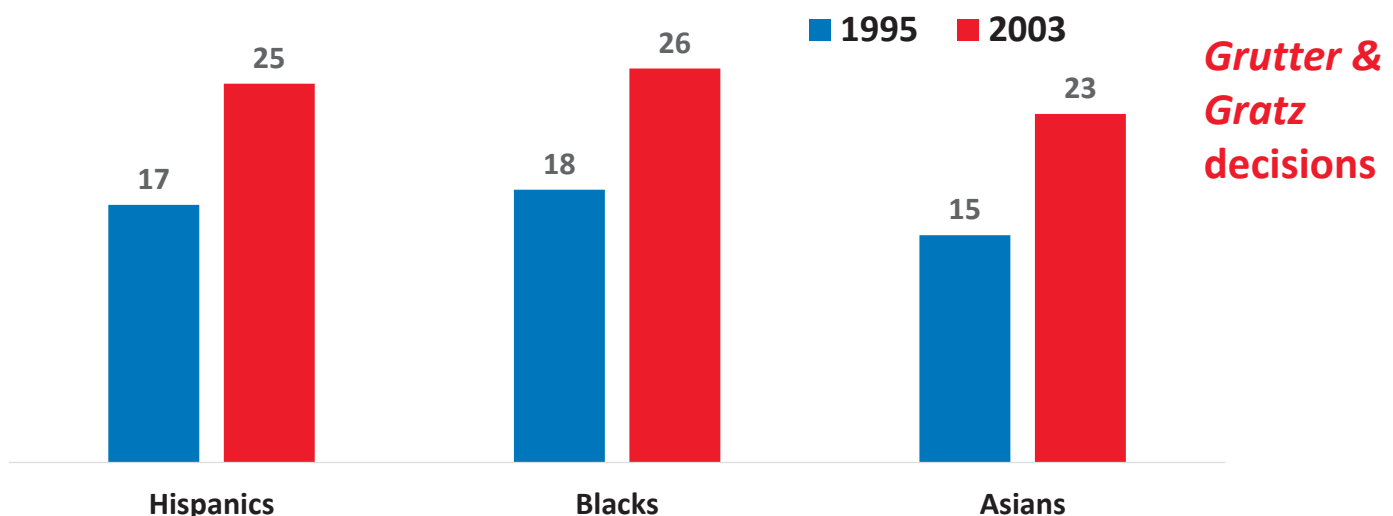


Source: CNN/Kaiser Family foundation Poll, Aug – Oct 2015

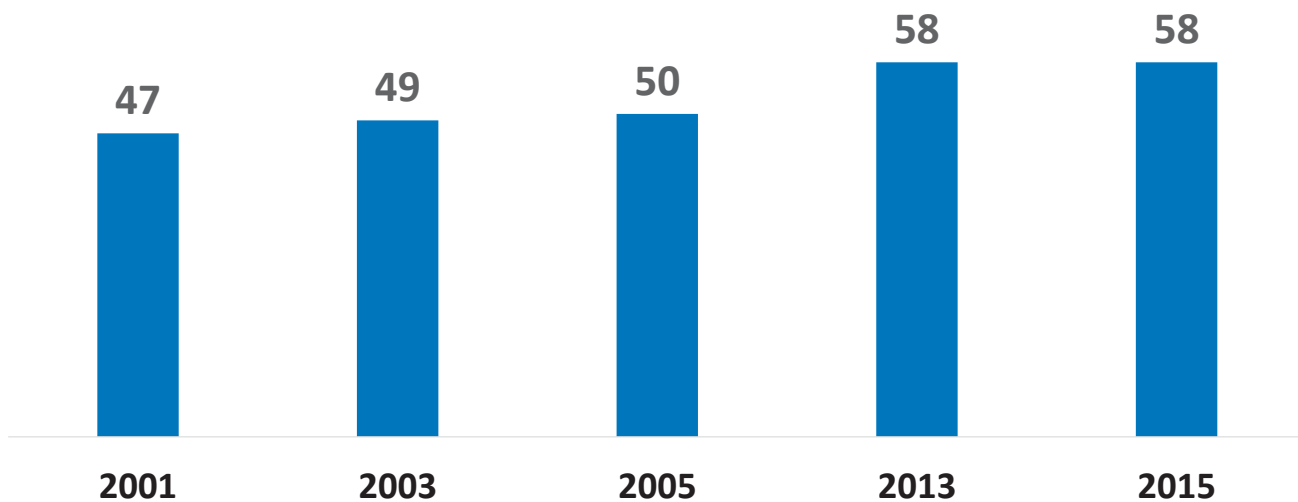
**Question: How to reconcile perceived threat with expressed attitudes? Under what conditions does perceived group threat activate retaliation? And what forms does retaliation take?**

**Lessons from College Admissions—  
Perceptions of unequal advantages amidst scarcity (slots)**

**Support for Preference in College Admissions for  
Hispanics, Blacks and Asians Rose post-Bans  
(% Adults Agree)**



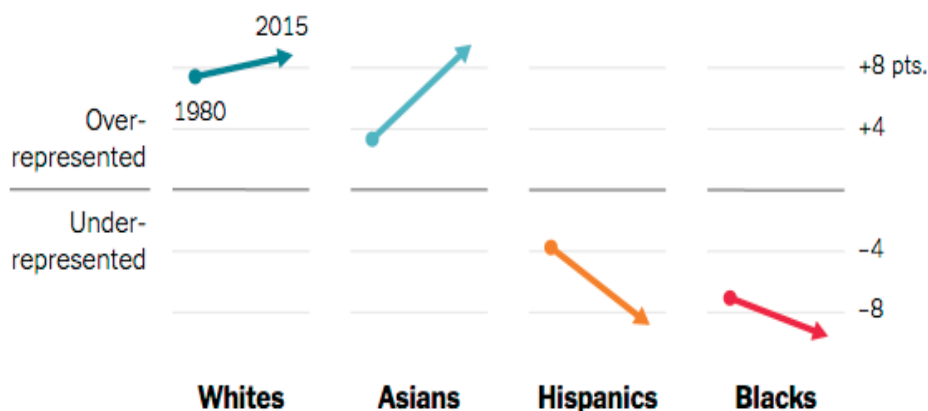
## Support for Affirmative Action Programs Rose since *Grutter*: % Favor Affirmative Action Programs for Racial Minorities?



**Less agreement on what form preferences should take, and for whom**

Source: Bowman & O'Neil. American Enterprise Institute. 2016. Public Opinion on Affirmative Action.

## Group Representation at Top Colleges vis-à-vis College-age Population: 1980 and 2015 (percentage point gaps)



**Blacks and Hispanics lost ground relative to eligible pool**

**AA on trial again—less friendly court--**

**Implications for contours of future social and economic inequality as size and diversity of school-age population grows**

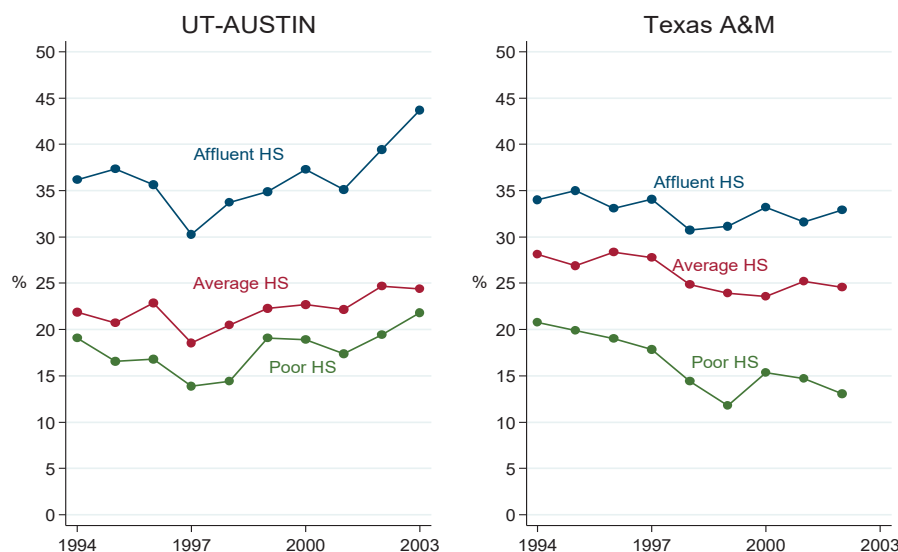
Source: Ashkenas, et al. 2017. Even with Affirmative Action, Blacks & Hispanics are More Underrepresented at Top Colleges Than 35 Years Ago. NYT



## On Reflection, and with the benefit of Hindsight

- Disproportionate focus on racial preferences in admission to neglect of application decisions
- Insufficient focus on supply of college opportunities (bottleneck) as demand rose → blame preferences!
- Current Irony: a racial “minority” group is challenging race-sensitive preferences
  - Whither diversity rationale?
  - Whither (under) representation as minority criterion?

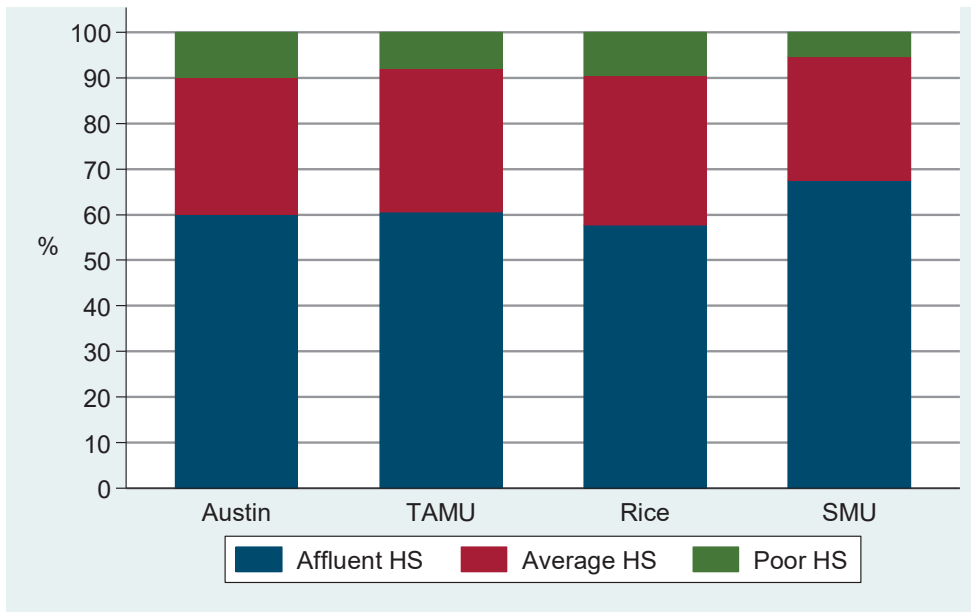
## Top 10% Application Rates by High School Economic Composition



Highest application rates from affluent high schools

Biggest increase in UT applications among affluent schools

## Composition of Applicant Pool by High School Type Four Institutions,



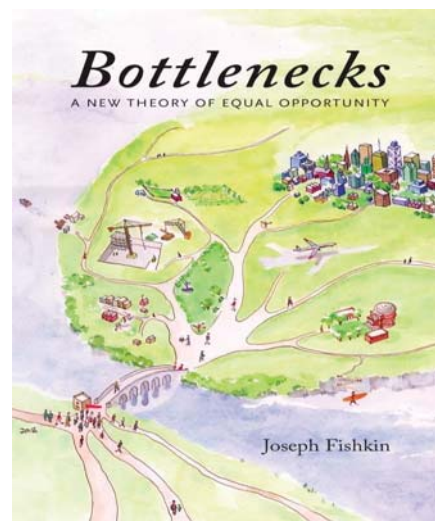
Huge p/p cost differences, similar applicant pools!

Uniform admission regime did NOT affect who applies.

“Eligible pool” highly diverse on many dimensions

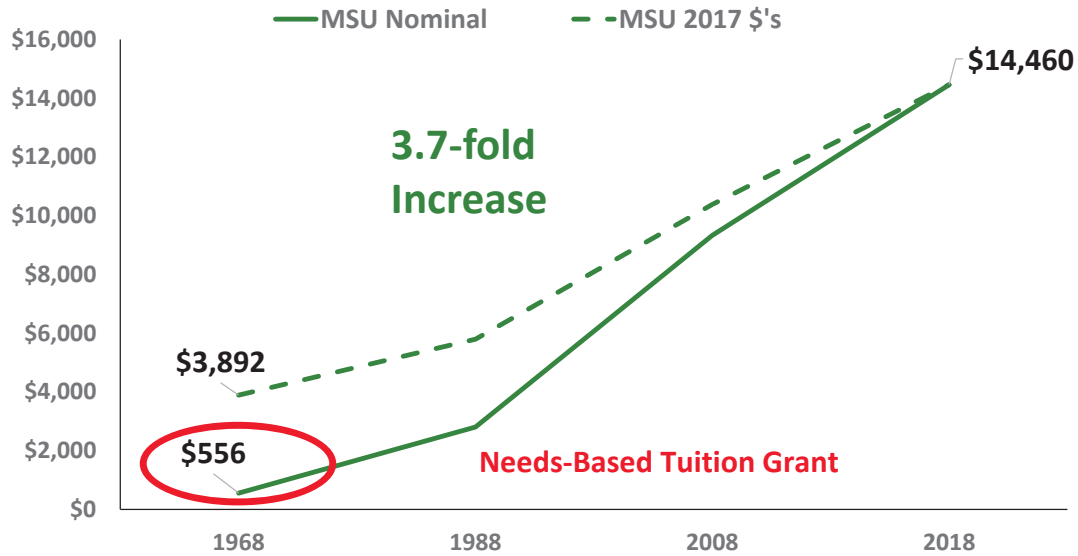
## College attainment has become a formidable bottleneck for low-income youth

Bottlenecks: “Narrow places through which people must pass if they hope to reach a wide range of opportunities that fan out on the other side”  
- *Joseph Fishkin, 2014*



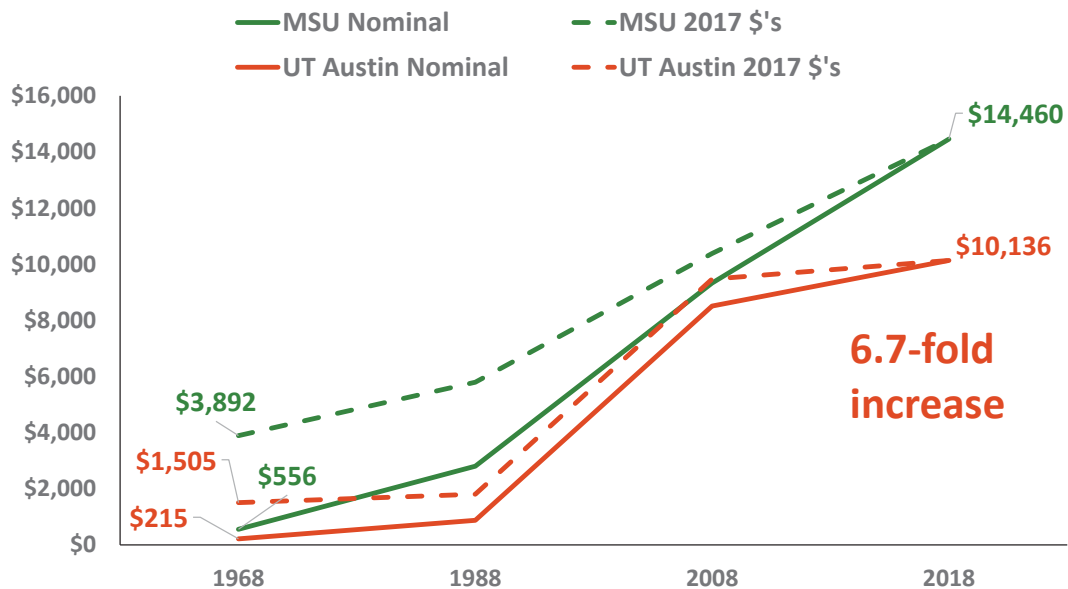
# MSU Tuition: 1968 - 2017

(Nominal & Constant \$2017)



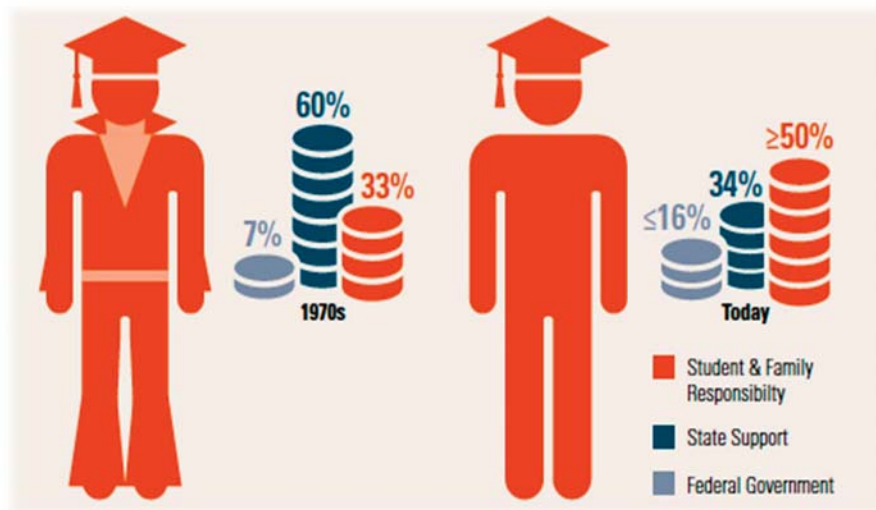
21

# UT & MSU Tuition: 1968-2017 (Nominal vs. Constant \$2017)



22

# The Shifting of Responsibility of Paying for a Public University Degree: 1970s vs. Now



How much do rising college costs deter applications to public institutions?

Is public education becoming a private benefit for wealthy?

Source: AAAS. 2016. *Public Research Universities: Understanding the Financial Model*.

## Responding to Inequality in an age of Diversification: Questions for Next Gen

- Have we reached a tipping point in tolerance for diversity?
- How to replace “minority” with terms that are meaningful and measurable?
- What practical lessons can we derive from experimental evidence about group threat and polling data about rising racism?
- Attitudes and behavior: is it time for another look to understand threat and contact?
- And, how can scientific facts be communicated forcefully in an age of unregulated social media?

## Demography is Not Destiny!

Destinies are shaped by perceptions, policies, and practices of social categorization

“...[O]ur nation’s public institutions should be pursuing the larger national project of integration, a project that is at the core of twenty-first-century America’s understanding of itself as democratically legitimate.”

*Grutter v. Bollinger*, 2003 (emphasis mine)

# THANK YOU

And thanks to Cara Carpenito for technical support

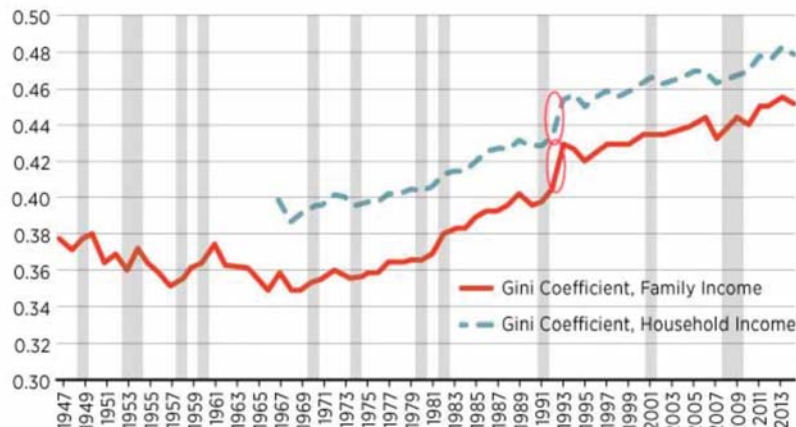
## “How Are We Doing?”/“Underrepresentation by University”

**Mark Long**

Mark C. Long is the Evans School's Associate Dean for Research and a Professor of Public Policy and Governance and Adjunct Professor of Economics. He previously served as Vice President and Executive Council Member and Policy Council Member of the Association for Public Policy Analysis and Management, Managing Editor and Co-Editor of the *Journal of Policy Analysis and Management*, Interim Director of the West Coast Poverty Center, and Executive Committee Member of the University of Washington's Center for Studies in Demography and Ecology. He is also an affiliate scholar with *Scholars Strategy Network* and the *Center for Education Data & Research*. Long's research examines the effects of public policies on economic opportunity and efficient social mobility, with emphasis on estimating the benefits and costs of those policies. His education-related research focuses on: (1) the effects of high school course-taking and school and college quality on test scores, educational attainment, labor market outcomes, and family formation and other behaviors; (2) the effects of college financial aid on college entry and household savings; (3) gender disparities in educational attainment; and (4) the effects of affirmative action and alternative college admissions policies on college entry. Long holds a Ph.D. and MA in Economics from the University of Michigan, an MPP from the University of Michigan, a secondary teaching credential via UCLA, and a BA from DePauw University.

## How Are We Doing? Trends in Income Inequality

**Gini Coefficient for Family and Household Income**



SOURCES: Gini coefficients calculated by the Bureau of Labor Statistics using Current Population Survey data, accessed via Haver Analytics.

NOTE: The figure shows Gini coefficients calculated from Current Population Survey data for family and household income. Only family income is available from 1947 to 1967, but this measure is less ideal than household income because the census defines a family as two or more related individuals living in the same house. Roommates or single-person households are excluded. The red circles mark the temporary increase in income inequality from the Tax Reform Act of 1986, which lowered the top marginal tax rate. Gray bars indicate recessions.

■ FEDERAL RESERVE BANK OF ST. LOUIS

Reflection by Mark Long (Slide 1 of 20)

## How Are We Doing? Trends in Income Inequality

**Real median household income, by race and ethnicity, 2000–2014**

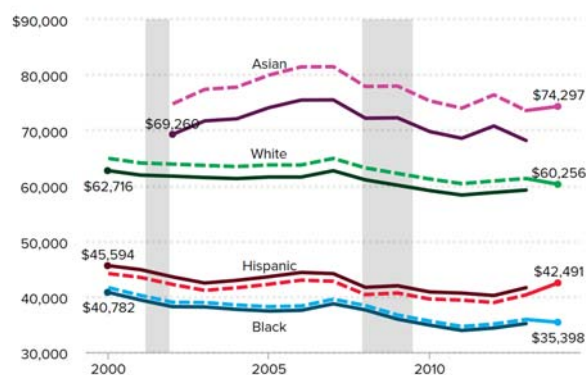


Chart Data

**Note:** CPS ASEC changed its methodology for data years 2013 and 2014, hence the break in the series in 2013. Solid lines are actual CPS ASEC data; dashed lines denote historical values imputed by applying the new methodology to past income trends. White refers to non-Hispanic whites, black refers to blacks alone, Asian refers to Asians alone, and Hispanic refers to Hispanics of any race. Comparable data are not available prior to 2002 for Asians. Shaded areas denote recessions. ...

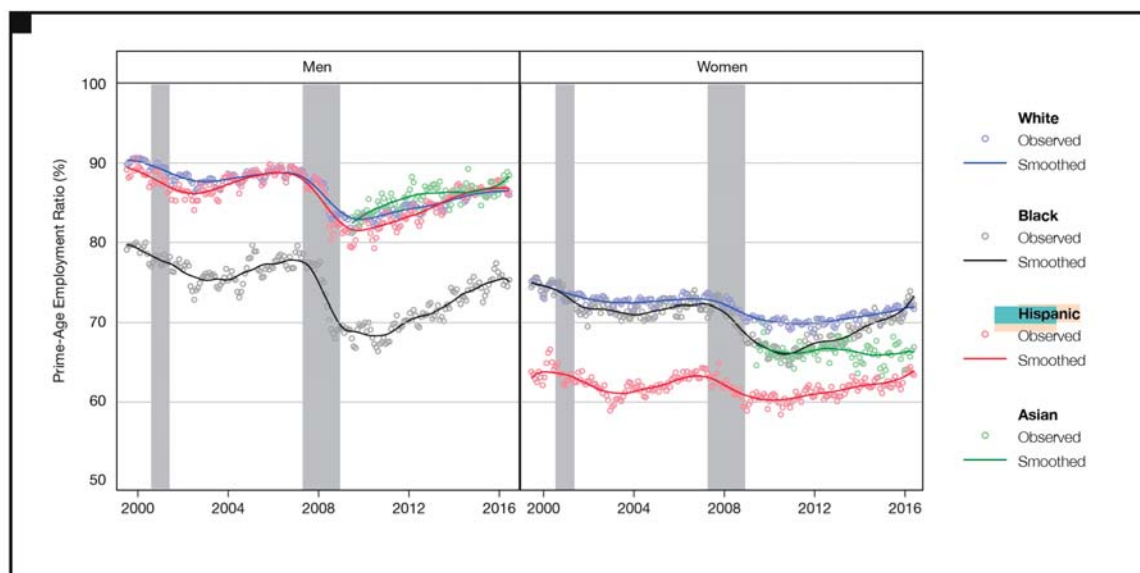
**Source:** EPI analysis of Current Population Survey Annual Social and Economic Supplement Historical Poverty Tables (Table H-5 and H-9)

Economic Policy Institute

Reflection by Mark Long (Slide 2 of 20)

## How Are We Doing? Trends in Income Inequality

FIGURE 1. Prime-Age Employment Ratio by Racial-Ethnic Group and Gender, 2000–2017



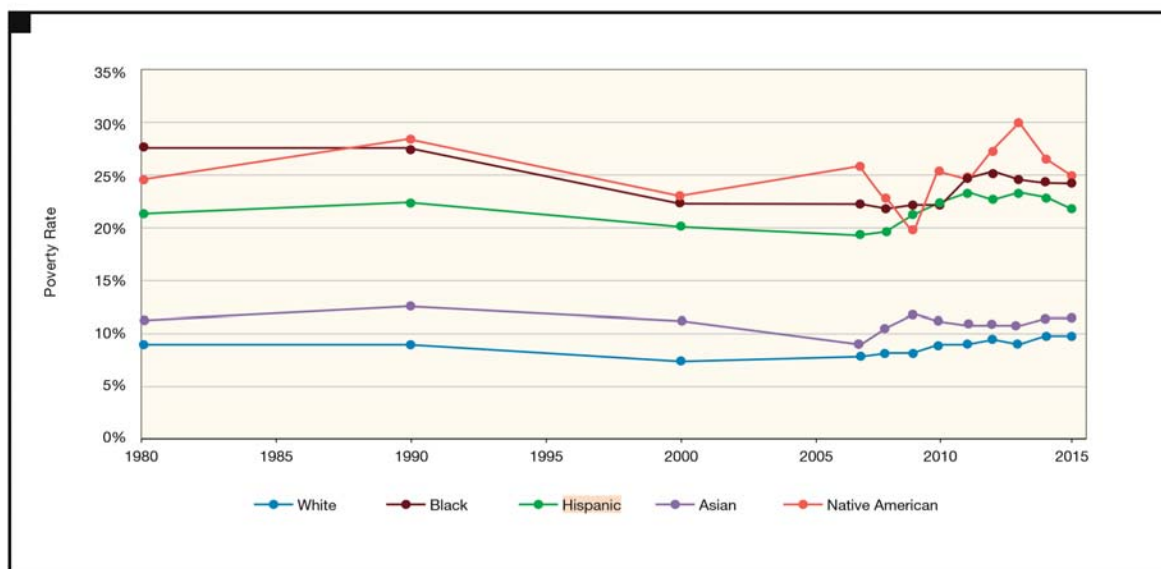
Source: Bureau of Labor Statistics, 2017.

Michael Hout, [https://inequality.stanford.edu/sites/default/files/Pathways\\_SOTU\\_2017.pdf](https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2017.pdf)

Reflection by Mark Long (Slide 3 of 20)

## How Are We Doing? Trends in Income Inequality

FIGURE 1. Poverty Rates by Race/Ethnicity, 1980–2015



Note: Figures 1 and 2 are limited to heads of household aged 25 and over who identify as one of the five racial/ethnic categories above. The poverty rates pertain to the Official Poverty Measure. Source: Authors' calculations using IPUMS-USA from Ruggles et al., 2015, and IPUMS-CPS microdata from Flood et al., 2015. Data are drawn from the Decennial Census (1980 5% state sample; 1990 1% metro sample; and 2000 5% sample) and the Annual Social and Economic Supplement of the Current Population Survey (2007–2015).

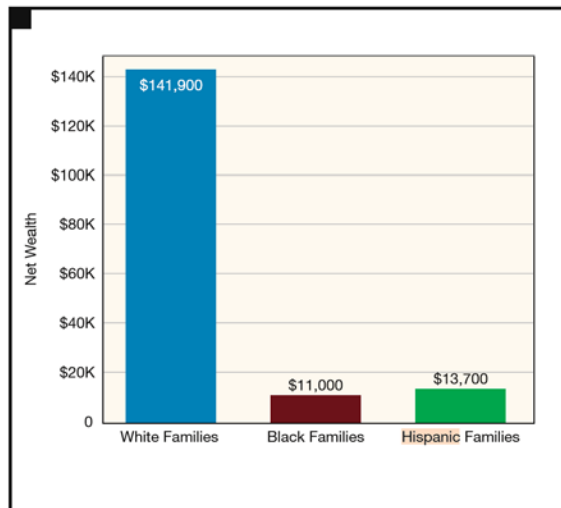
Burton, Mattingly, Pedroza, and Welsh, [https://inequality.stanford.edu/sites/default/files/Pathways\\_SOTU\\_2017.pdf](https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2017.pdf)

Reflection by Mark Long (Slide 4 of 20)



## How Are We Doing? Trends in Income Inequality

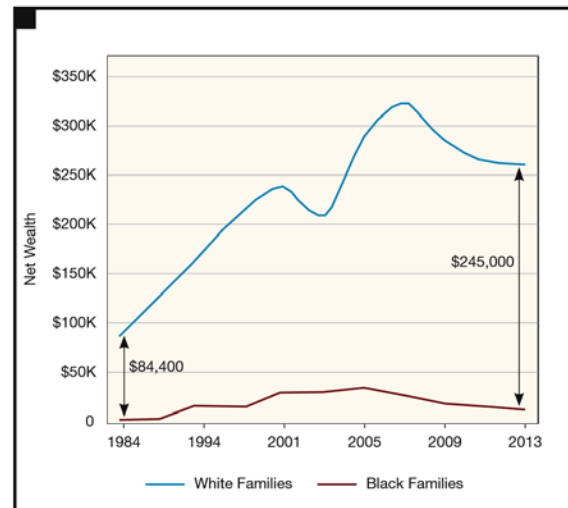
FIGURE 1. Median Net Wealth by Race and Ethnicity, 2013



Note: Institute on Assets and Social Policy calculations from Survey of Consumer Finances.

Thomas Shapiro, [https://inequality.stanford.edu/sites/default/files/Pathways\\_SOTU\\_2017.pdf](https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2017.pdf)

FIGURE 2. Wealth Accumulation of PSID Families, 1984–2013

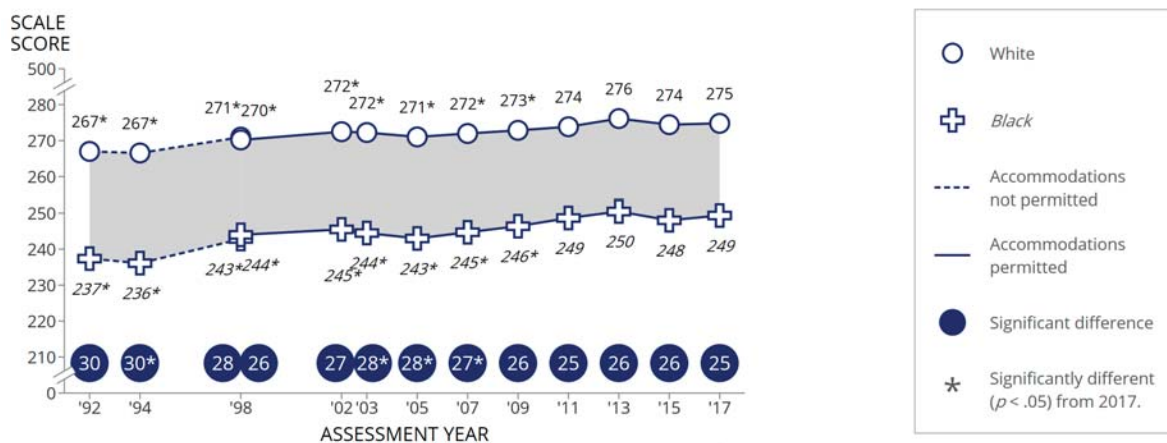


Note: Institute on Assets and Social Policy calculations from Panel Study of Income Dynamics; 2013 dollars.

Reflection by Mark Long (Slide 5 of 20)

## How Are We Doing? Evidence from the NAEP (National Assessment of Educational Progress)

Trend in eighth-grade NAEP reading average scores and score gaps, by race/ethnicity



Reflection by Mark Long (Slide 6 of 20)

## How Are We Doing? Evidence from the NAEP (National Assessment of Educational Progress)

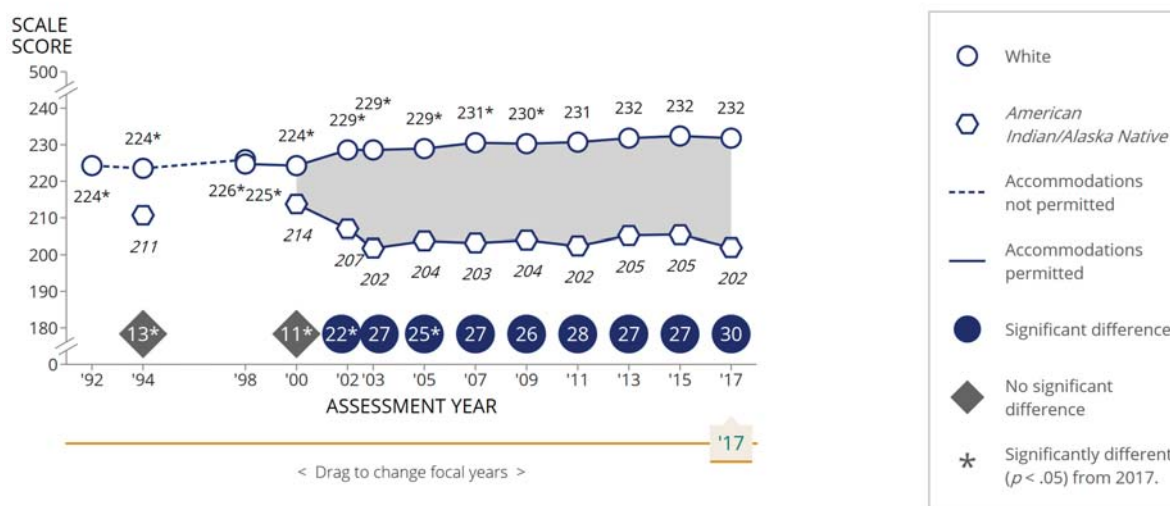
Trend in eighth-grade NAEP reading average scores and score gaps, by race/ethnicity



Reflection by Mark Long (Slide 7 of 20)

## How Are We Doing? Evidence from the NAEP (National Assessment of Educational Progress)

Trend in fourth-grade NAEP reading average scores and score gaps, by race/ethnicity

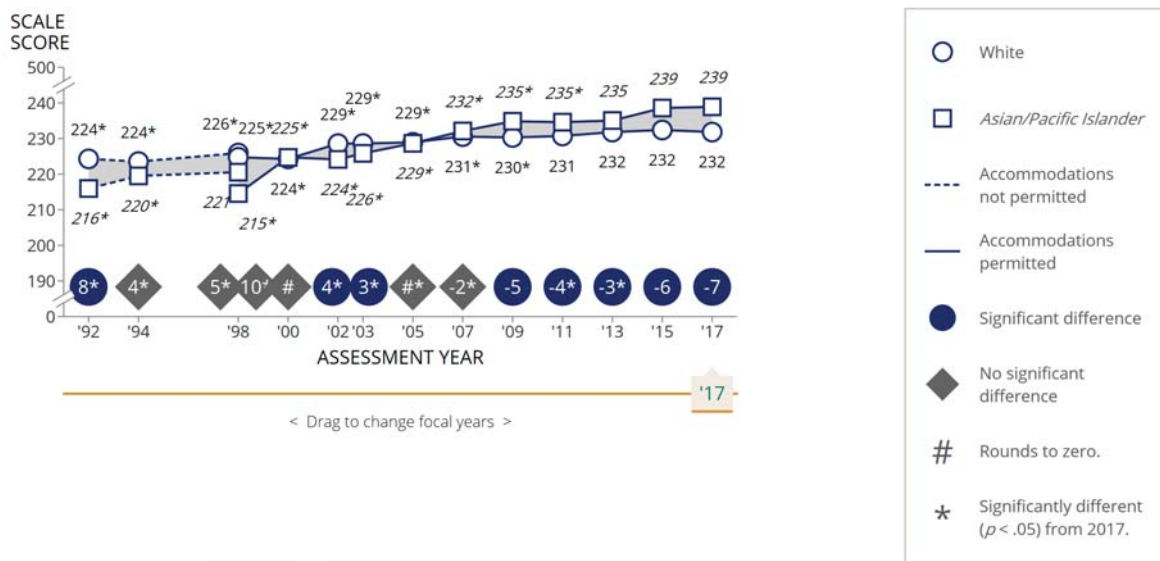


Reflection by Mark Long (Slide 8 of 20)

## How Are We Doing?

### Evidence from the NAEP (National Assessment of Educational Progress)

Trend in fourth-grade NAEP reading average scores and score gaps, by race/ethnicity

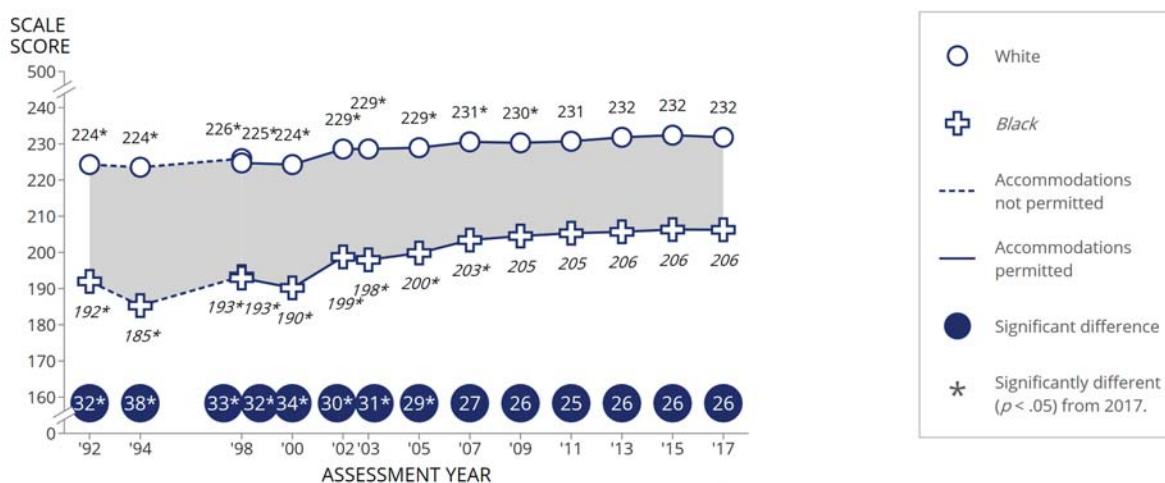


Reflection by Mark Long (Slide 9 of 20)

## How Are We Doing?

### Evidence from the NAEP (National Assessment of Educational Progress)

Trend in fourth-grade NAEP reading average scores and score gaps, by race/ethnicity

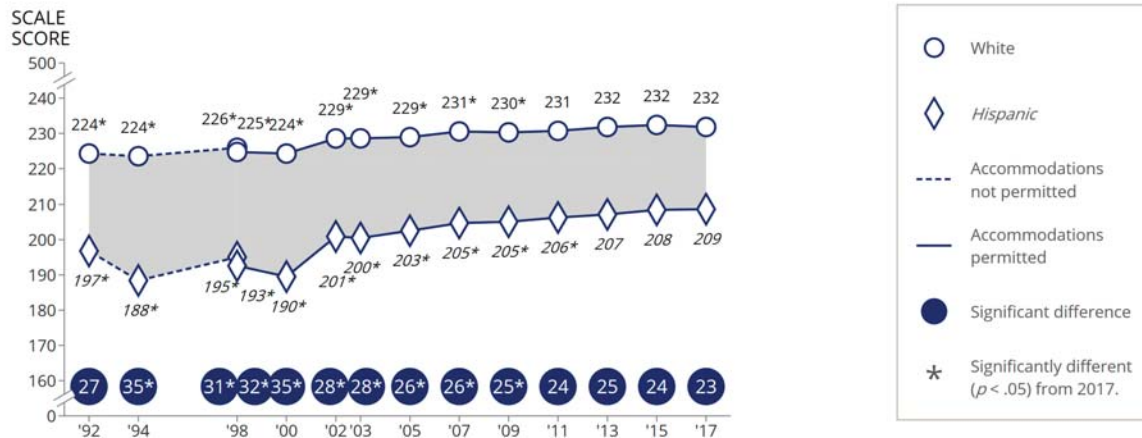


Reflection by Mark Long (Slide 10 of 20)

## How Are We Doing?

### Evidence from the NAEP (National Assessment of Educational Progress)

Trend in fourth-grade NAEP reading average scores and score gaps, by race/ethnicity

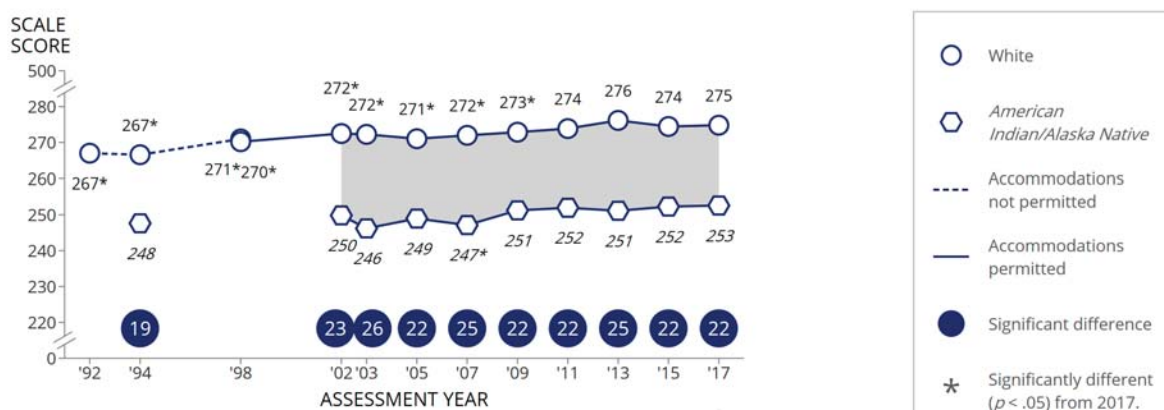


Reflection by Mark Long (Slide 11 of 20)

## How Are We Doing?

### Evidence from the NAEP (National Assessment of Educational Progress)

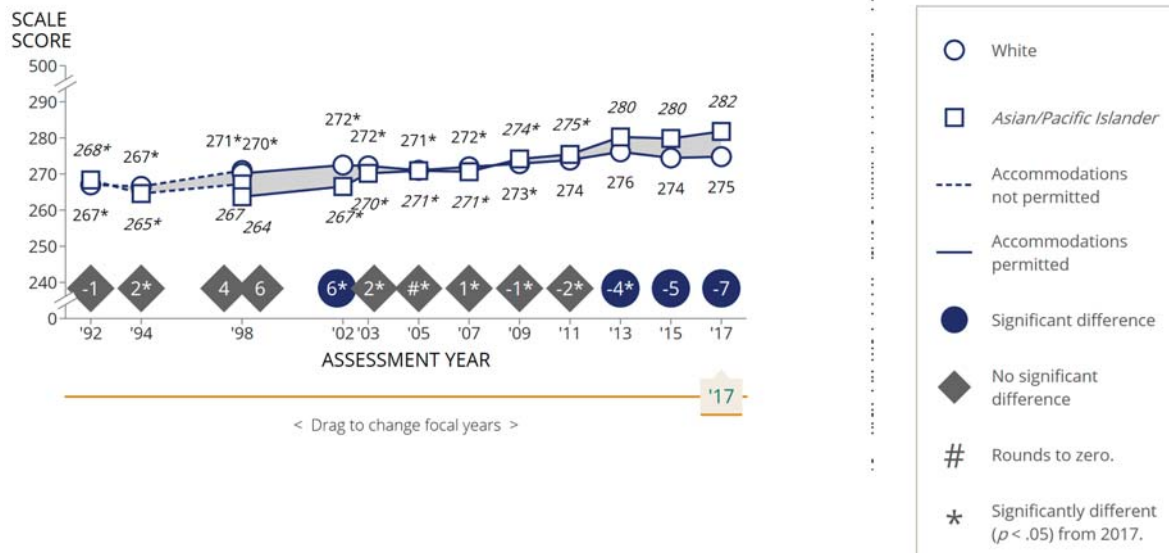
Trend in eighth-grade NAEP reading average scores and score gaps, by race/ethnicity



Reflection by Mark Long (Slide 12 of 20)

## How Are We Doing? Evidence from the NAEP (National Assessment of Educational Progress)

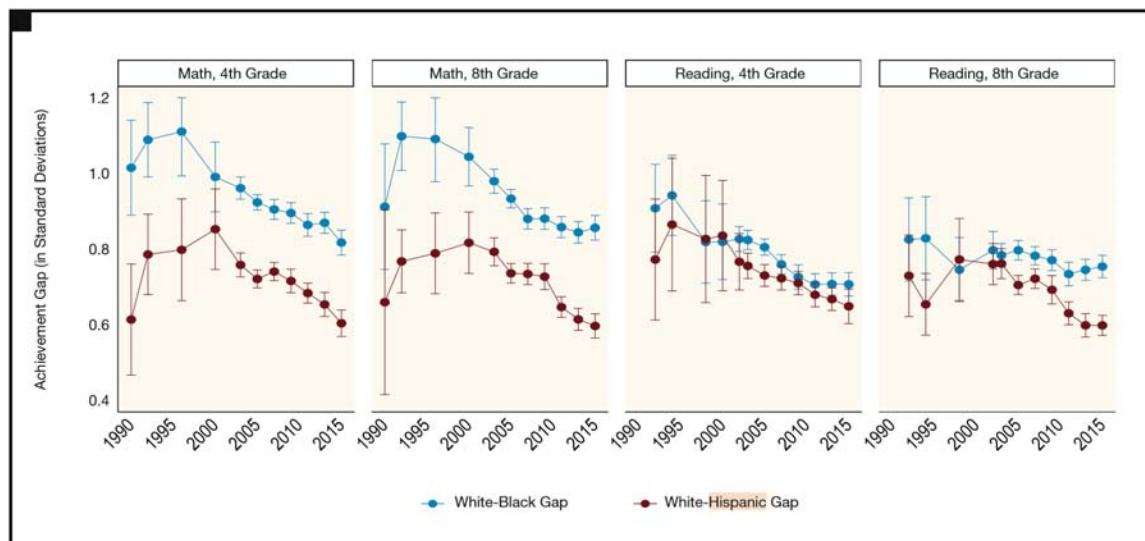
Trend in eighth-grade NAEP reading average scores and score gaps, by race/ethnicity



Reflection by Mark Long (Slide 13 of 20)

## How Are We Doing? Evidence from the NAEP (National Assessment of Educational Progress)

FIGURE 1. Trends in Test Score Gaps by Subject, Grade, and Race/Ethnicity, 1990–2015



Note: Estimates are based on nationally representative samples of fourth- and eighth-grade public and private school students. Achievement is standardized in each grade, subject, and year; gaps are computed as average between-group differences in standardized scores. Error bars indicate 95 percent confidence intervals.  
Source: Authors' calculations from main NAEP assessment data, 1990–2015 (U.S. Department of Education, no date).

Sean Reardon and Erin Fahle, [https://inequality.stanford.edu/sites/default/files/Pathways\\_SOTU\\_2017.pdf](https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2017.pdf)

Reflection by Mark Long (Slide 14 of 20)



## How Are We Doing? Racial/Ethnic Gaps in Kindergarten Preparation

Table 2. White-Black School Readiness Gaps at Kindergarten Entry, First-Time Kindergarteners, 1998-2010

School Readiness Measure	White-Black Gap			Change in Gap (1998-2010)	
	1998	2006/2007	2010	Change	Percent Change
Math score	0.626 (0.035)	0.569 (0.057)	0.547 (0.029)	-0.079 † (0.046)	-12.6%
Reading score	0.394 (0.041)	0.313 (0.056)	0.319 (0.040)	-0.075 (0.057)	-19.0%
Self-control (teacher-reported)	0.440 (0.040)		0.322 (0.036)	-0.118 * (0.054)	-26.8%
Self-control (parent-reported)	0.023 (0.040)		-0.011 (0.048)	-0.034 (0.062)	-149.3%
Approaches to learning (teacher-reported)	0.377 (0.032)		0.270 (0.030)	-0.107 * (0.044)	-28.4%
Approaches to learning (parent-reported)	0.203 (0.037)		0.154 (0.038)	-0.049 (0.053)	-24.3%

Source: Authors' tabulations from Early Childhood Longitudinal Studies (ECLS-K 1998; ECLS-B; and ECLS-K 2010). All gaps are measured in population standard deviation units. Standard errors in parentheses.

† $p < .10$ ; \* $p < .05$ .

Reardon, S.F., Portilla, X.A. (2015). Recent Trends in Socioeconomic and Racial School Readiness Gaps at Kindergarten Entry (CEPA Working Paper No.15-02). Retrieved from Stanford Center for Education Policy Analysis: <http://cepa.stanford.edu/wp15-02>

Reflection by Mark Long (Slide 15 of 20)

## How Are We Doing? Racial/Ethnic Gaps in Kindergarten Preparation

Table 3. White-Hispanic School Readiness Gaps at Kindergarten Entry, First-Time Kindergarteners, 1998-2010

School Readiness Measure	White-Hispanic Gap			Change in Gap (1998-2010)	
	1998	2006/2007	2010	Change	Percent Change
Math score	0.783 (0.035)	0.578 (0.050)	0.672 (0.033)	-0.110 * (0.048)	-14.1%
Reading score			0.559 (0.034)		
Self-control (teacher-reported)	0.149 (0.031)		0.090 (0.039)	-0.058 (0.049)	-39.3%
Self-control (parent-reported)	0.021 (0.028)		0.124 (0.033)	0.103 * (0.044)	497.6%
Approaches to learning (teacher-reported)	0.221 (0.030)		0.109 (0.031)	-0.112 * (0.044)	-50.7%
Approaches to learning (parent-reported)	0.343 (0.035)		0.376 (0.032)	0.033 (0.047)	9.6%

Source: Authors' tabulations from Early Childhood Longitudinal Studies (ECLS-K 1998; ECLS-B; and ECLS-K 2010). All gaps are measured in population standard deviation units. Standard errors in parentheses.

\* $p < .05$ .

Reardon, S.F., Portilla, X.A. (2015). Recent Trends in Socioeconomic and Racial School Readiness Gaps at Kindergarten Entry (CEPA Working Paper No.15-02). Retrieved from Stanford Center for Education Policy Analysis: <http://cepa.stanford.edu/wp15-02>

Reflection by Mark Long (Slide 16 of 20)

## How Are We Doing?

### Representation at Flagship Public Universities

1978 Supreme Court Decision in *Bakke v. UC*, Justice Powell:

#### *Quotas Banned*

Racial classifications call for strict judicial scrutiny. Nonetheless, the purpose of overcoming substantial, chronic minority underrepresentation in the medical profession is sufficiently important to justify petitioner's remedial use of race. Thus, the judgment below must be reversed in that it prohibits race from being used as a factor in university admissions.

En route to this crucial battle over the scope of judicial review, the parties fight a sharp preliminary action over the proper characterization of the special admissions program. Petitioner prefers to view it as establishing a "goal" of minority representation in the Medical School. Respondent, echoing the courts below, labels it a racial quota.

This semantic distinction is beside the point: the special admissions program is undeniably a classification based on race and ethnic background.

Reflection by Mark Long (Slide 17 of 20)

## How Are We Doing?

### Representation at Flagship Public Universities

1978 Supreme Court Decision in *Bakke v. UC*, Justice Powell:

#### *Diversity as a Compelling Rationale for Affirmative Action*

Racial and ethnic classifications of any sort are inherently suspect and call for the most exacting judicial scrutiny. While the goal of achieving a diverse student body is sufficiently compelling to justify consideration of race in admissions decisions under some circumstances, petitioner's special admissions program, which forecloses consideration to persons like respondent, is unnecessary to the achievement of this compelling goal, and therefore invalid under the Equal Protection Clause.

Physicians serve a heterogeneous population. An otherwise qualified medical student with a particular background -- whether it be ethnic, geographic, culturally advantaged or disadvantaged - may bring to a professional school of medicine experiences, outlooks, and ideas that enrich the training of its student body and better equip its graduates to render with understanding their vital service to humanity.

Reflection by Mark Long (Slide 18 of 20)

## How Are We Doing? Representation at Flagship Public Universities

NEWS RELEASES | UW AND THE COMMUNITY

November 10, 2016

### University of Washington fall 2016 entering class its most diverse ever

Victor Balta

News and Information

The University of Washington welcomed the largest and most diverse class of new students across all three campuses, in UW history, according to the finalized Fall 2016 census of enrolled students released by Philip Ballinger, associate vice provost for enrollment and undergraduate admissions.

The incoming new class across all three campuses, including freshmen and transfer students, totals 11,009, of which 8,285 – 75.3 percent – are Washington residents.

A record number of underrepresented students enrolled at the Seattle campus this year – 976 compared to 879 last year. In Bothell, a record 302 underrepresented students enrolled, compared to 268 in 2015. And in Tacoma, the number of underrepresented students grew from 302 to 368.

Increases in underrepresented students are largely due to successful outreach to prospective

Reflection by Mark Long (Slide 19 of 20)

## How Are We Doing? Representation at Flagship Public Universities

**Affirmative Action is a Tool, but real action is in getting minority students to apply.**

The End of Affirmative Action in Washington State and Its Impact on the Transition from High School to College

Susan K. Brown University of California, Irvine

Charles Hirschman University of Washington

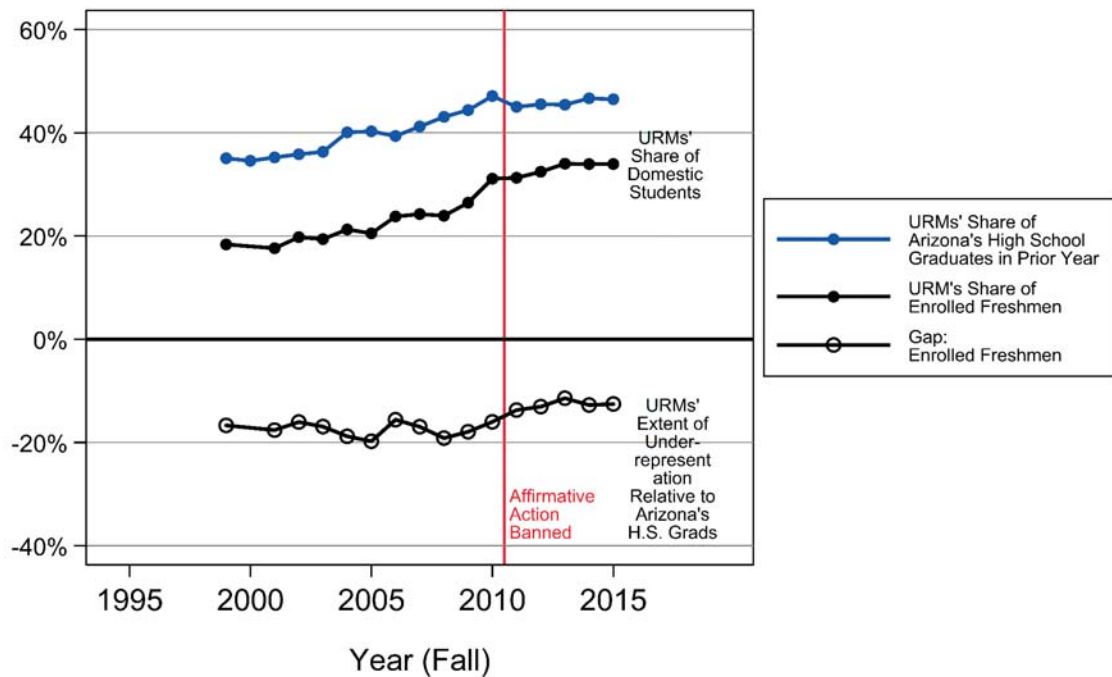
*Sociology of Education* 2006, Vol. 79 (April): 106–130

“The impact of I-200 was registered almost entirely at the University of Washington, the flagship public institution in the state. This decrease, however, stemmed less from changes in minority admission rates than from declines in application rates.”

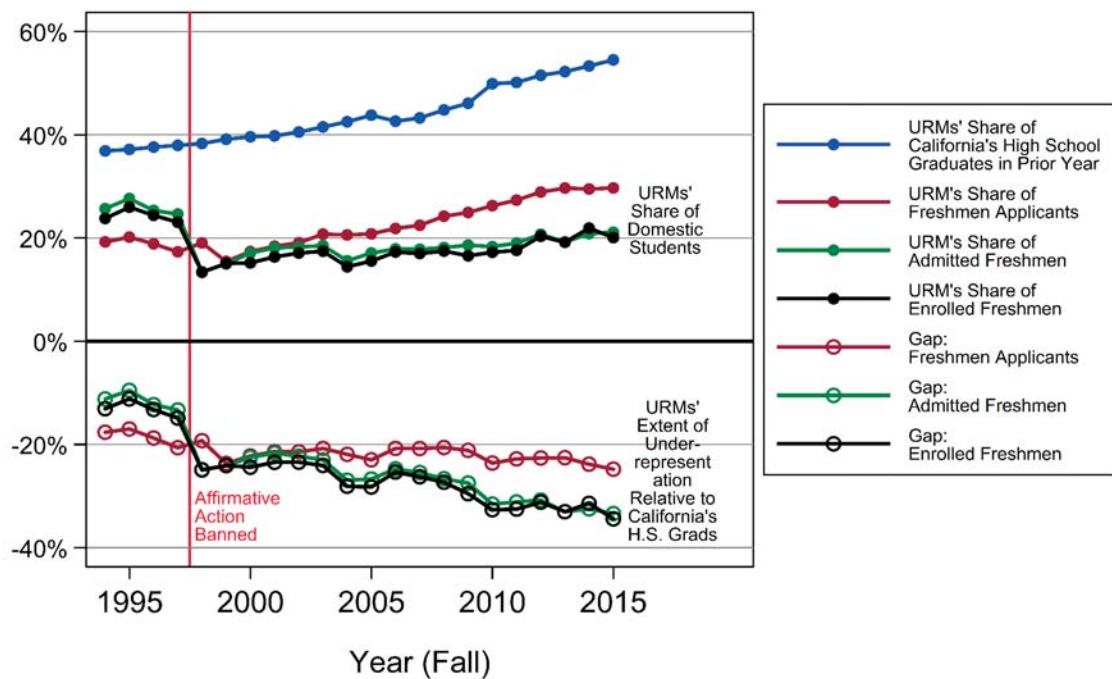
Reflection by Mark Long (Slide 20 of 20)



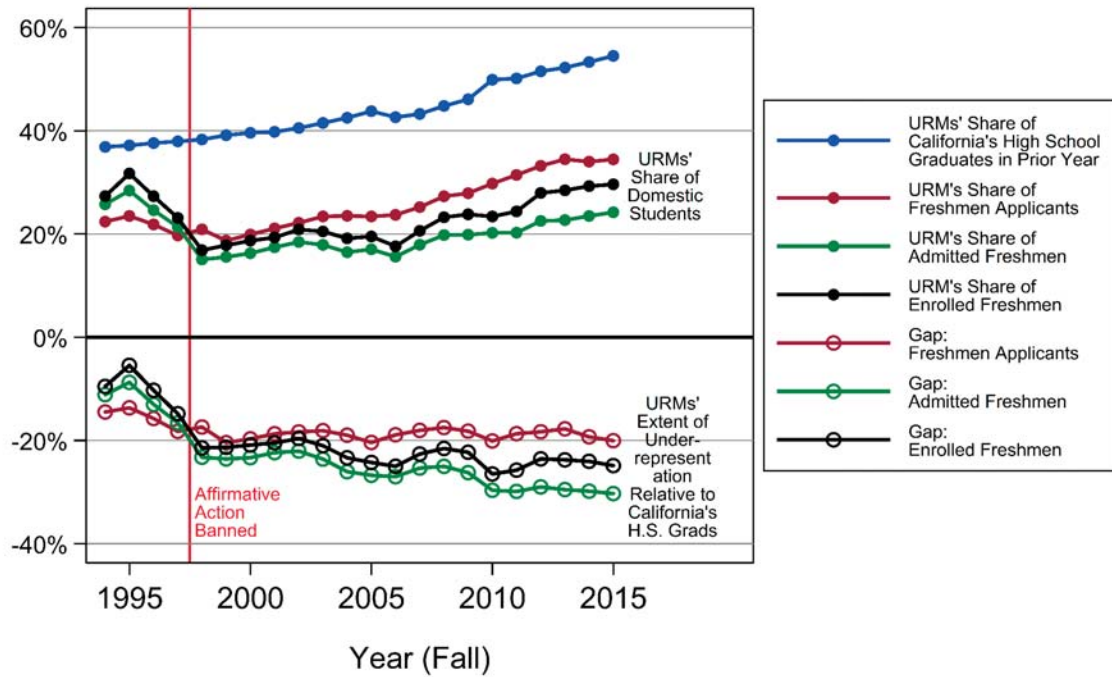
## Black, Hispanic, and Native Americans' Underrepresentation at U. of Arizona



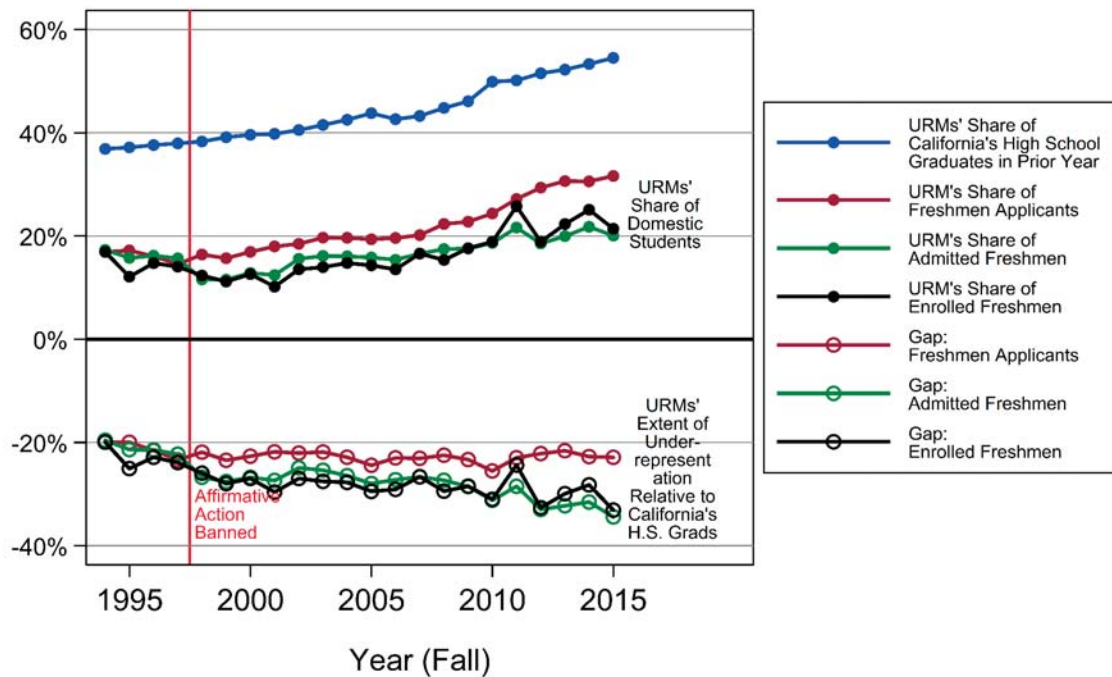
## Black, Hispanic, and Native Americans' Underrepresentation at UC Berkeley



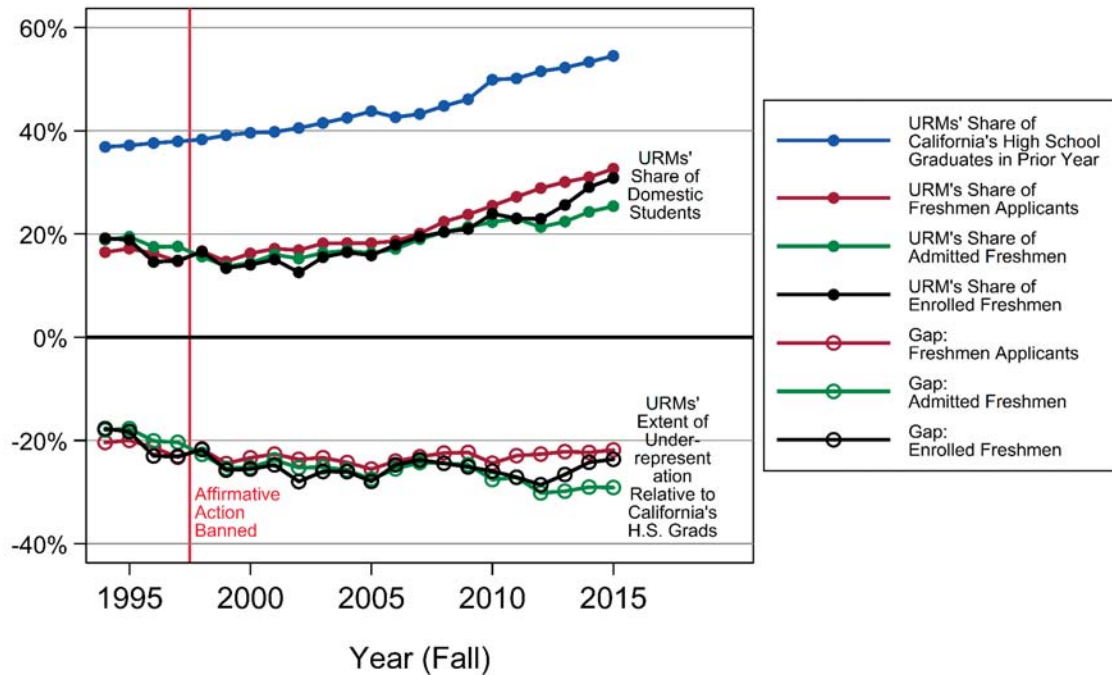
## Black, Hispanic, and Native Americans' Underrepresentation at UCLA



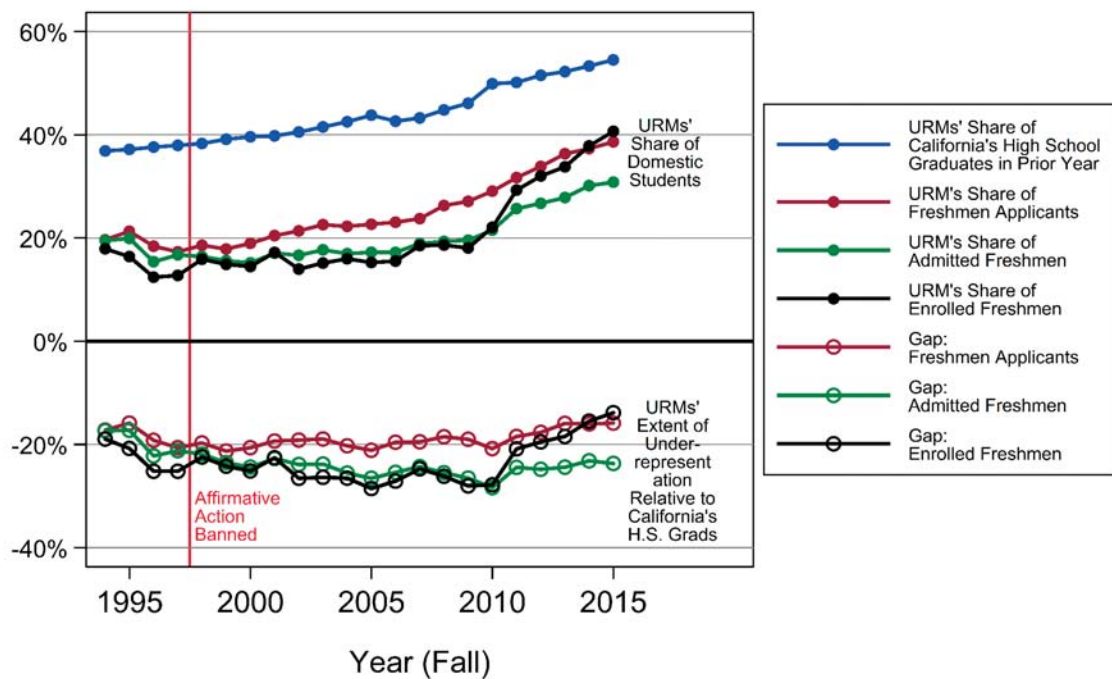
## Black, Hispanic, and Native Americans' Underrepresentation at UC San Diego



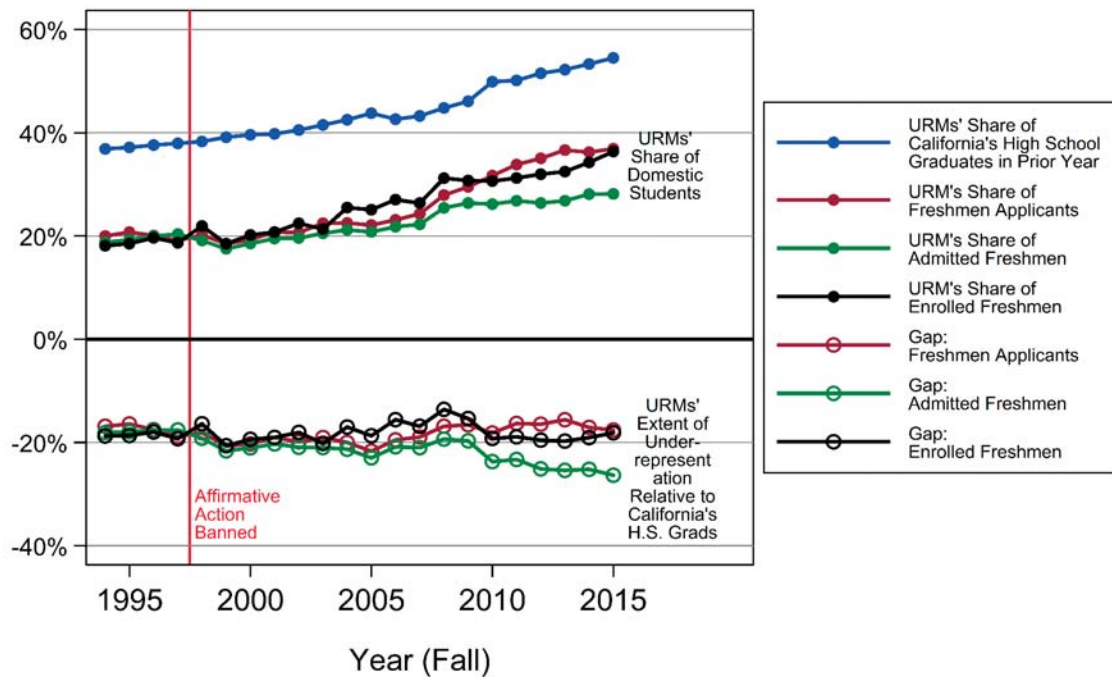
## Black, Hispanic, and Native Americans' Underrepresentation at UC Davis



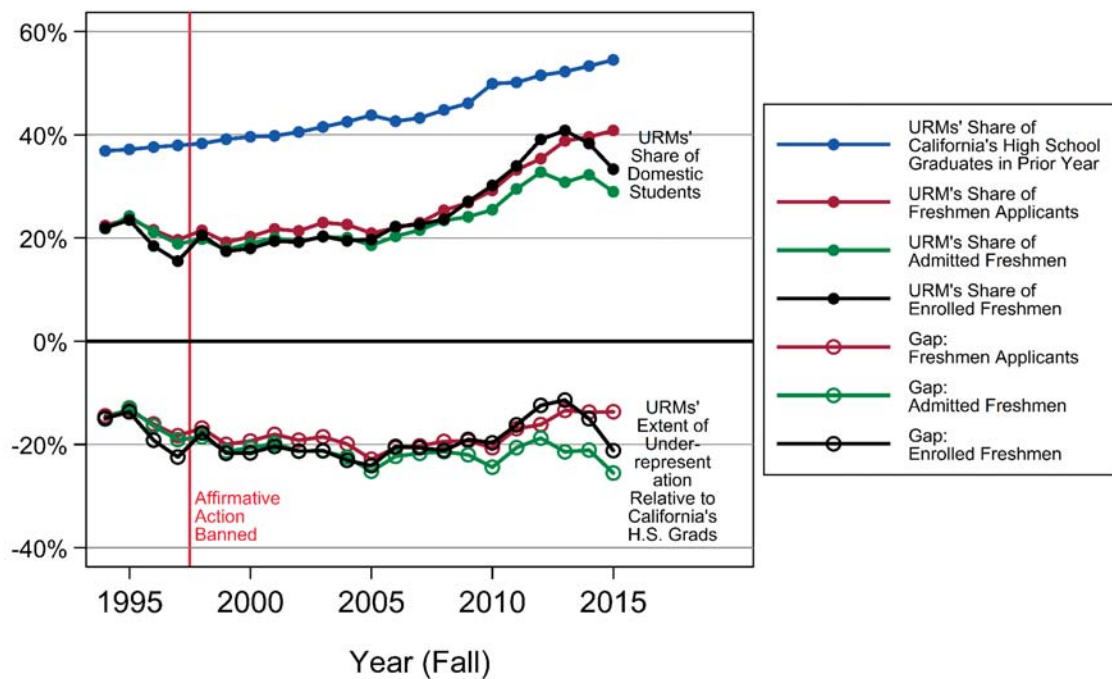
## Black, Hispanic, and Native Americans' Underrepresentation at UC Irvine



## Black, Hispanic, and Native Americans' Underrepresentation at UC Santa Barbara

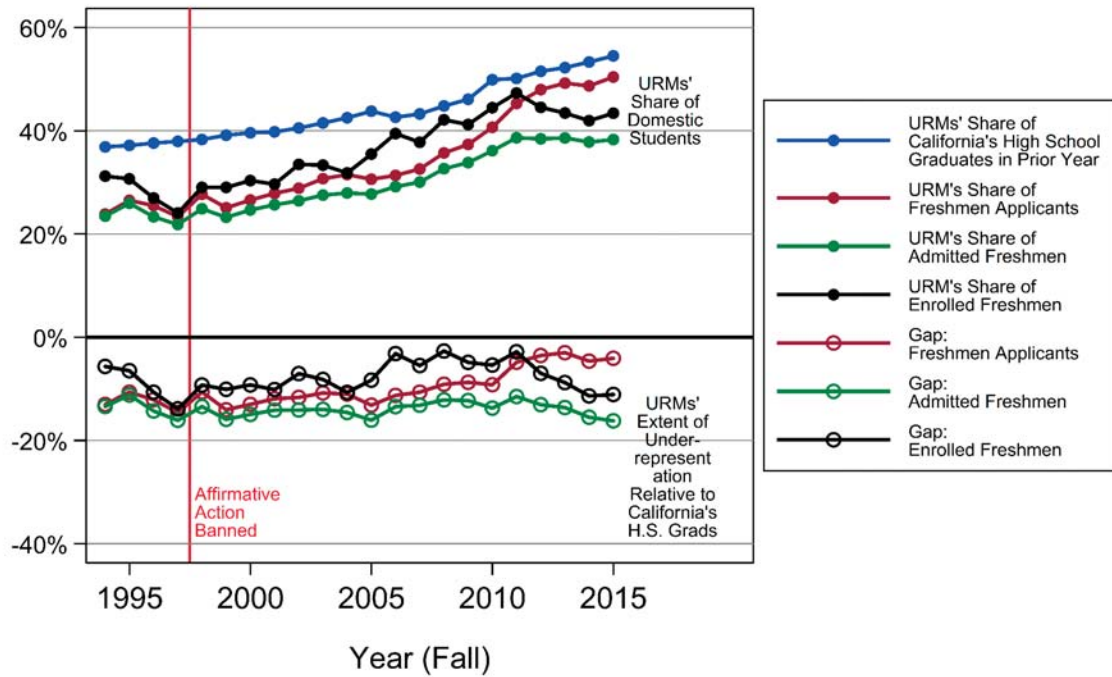


## Black, Hispanic, and Native Americans' Underrepresentation at UC Santa Cruz

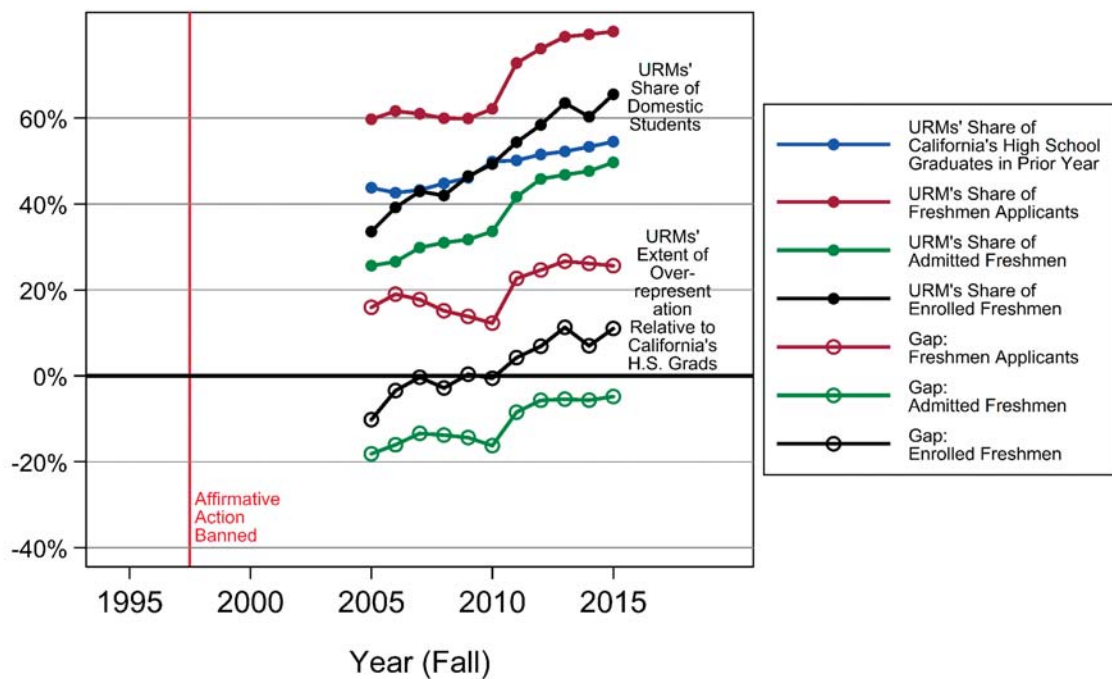




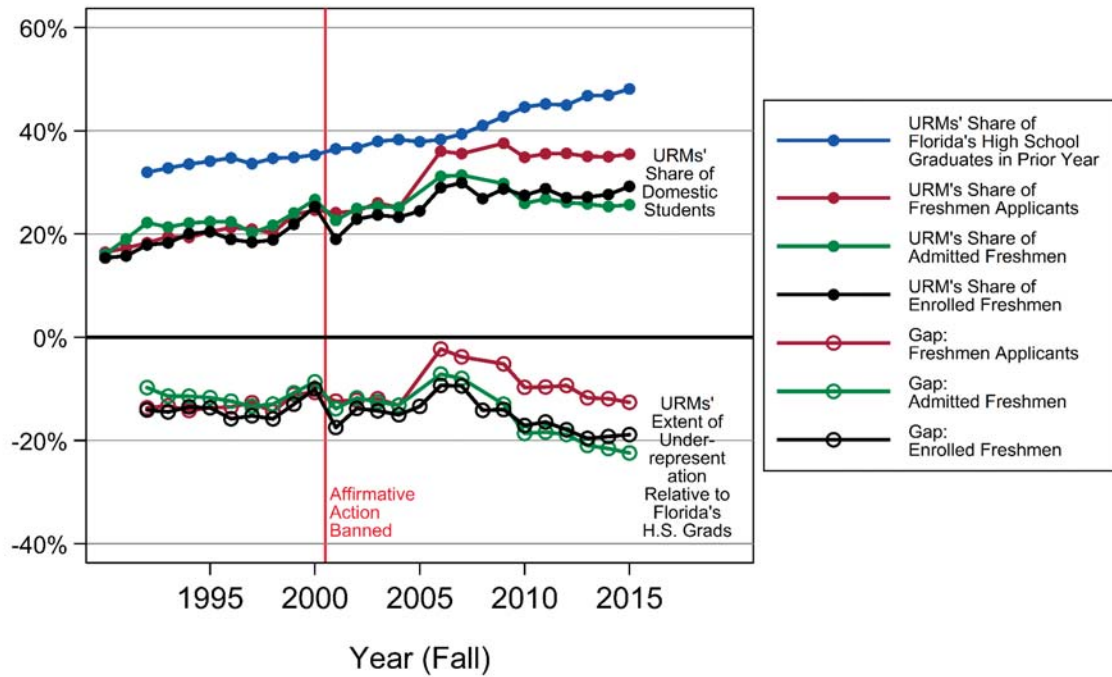
## Black, Hispanic, and Native Americans' Underrepresentation at UC Riverside



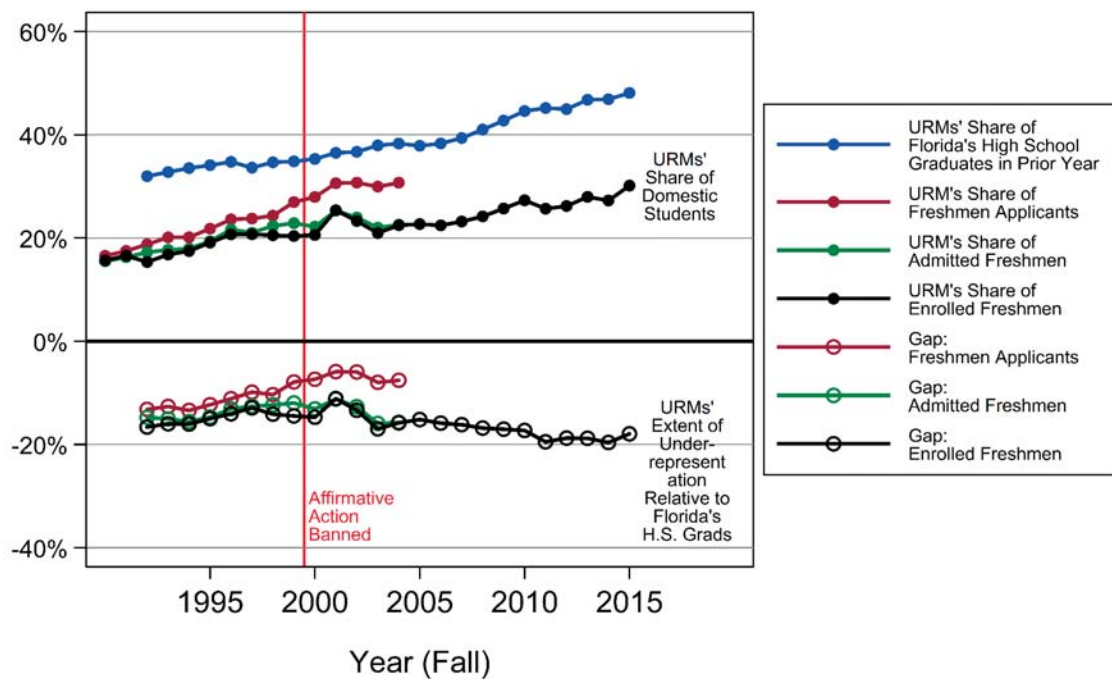
## Black, Hispanic, and Native Americans' Overrepresentation at UC Merced



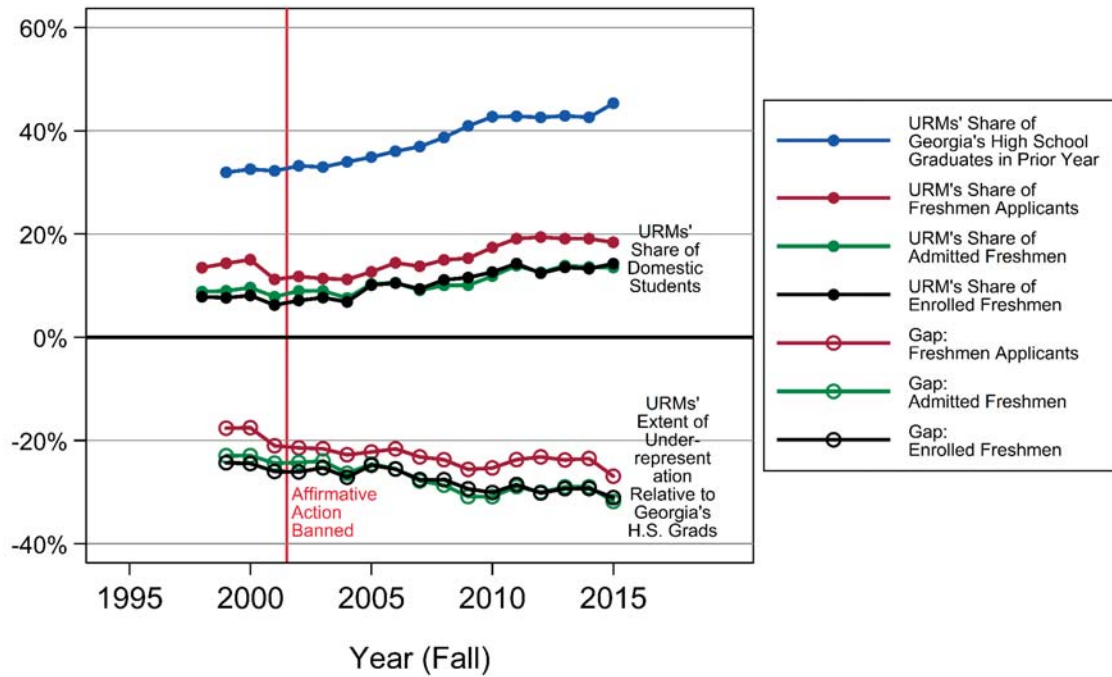
## Black, Hispanic, and Native Americans' Underrepresentation at U. of Florida



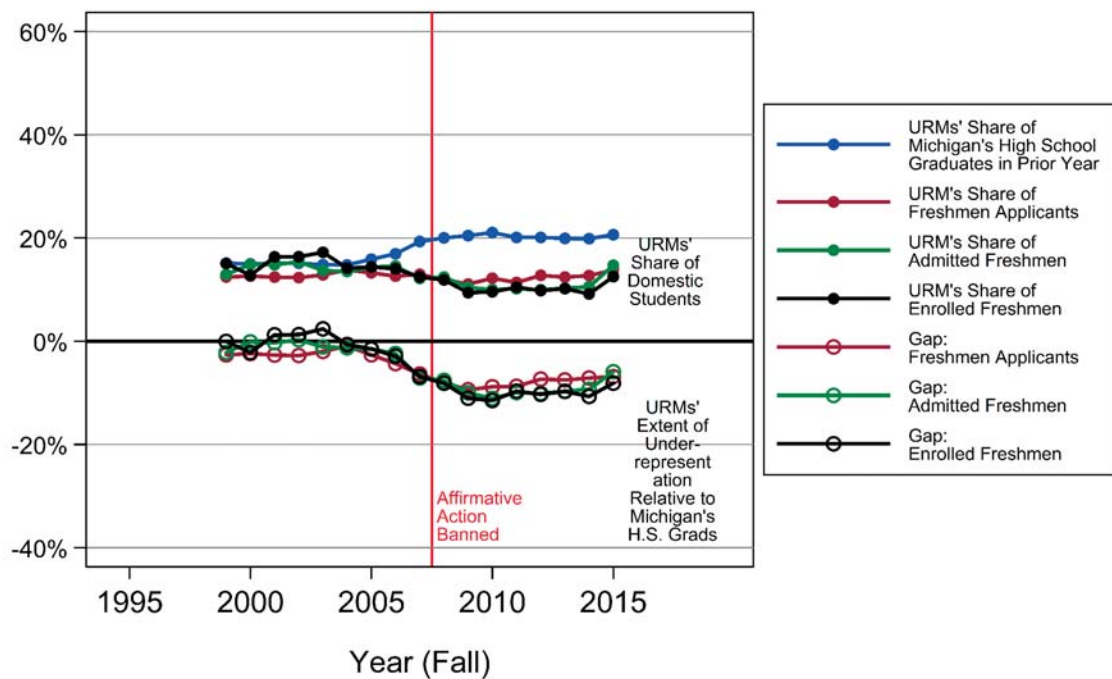
## Black, Hispanic, and Native Americans' Underrepresentation at Florida State U.



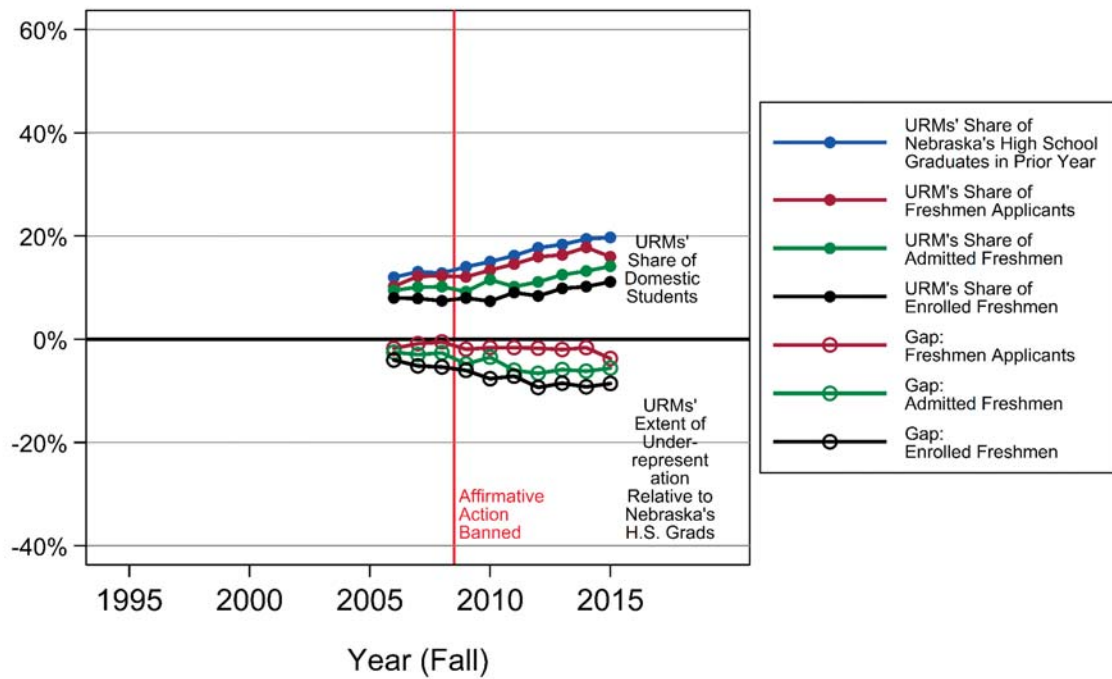
## Black, Hispanic, and Native Americans' Underrepresentation at U. of Georgia



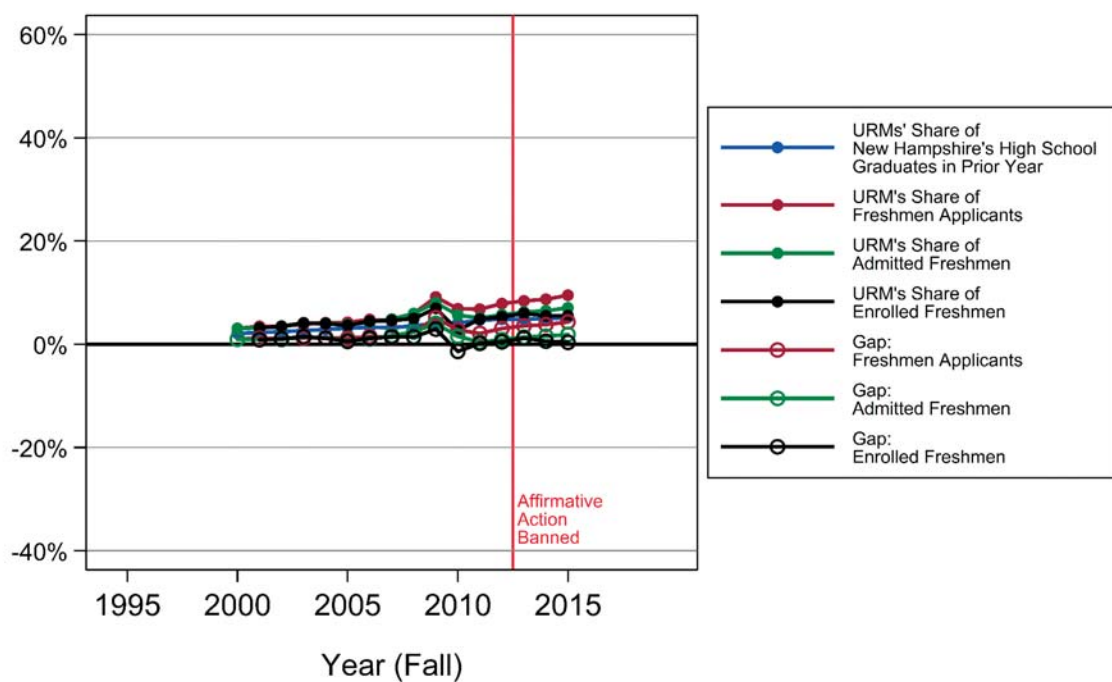
## Black, Hispanic, and Native Americans' Underrepresentation at U. of Michigan



## Black, Hispanic, and Native Americans' Underrepresentation at U. of Nebraska

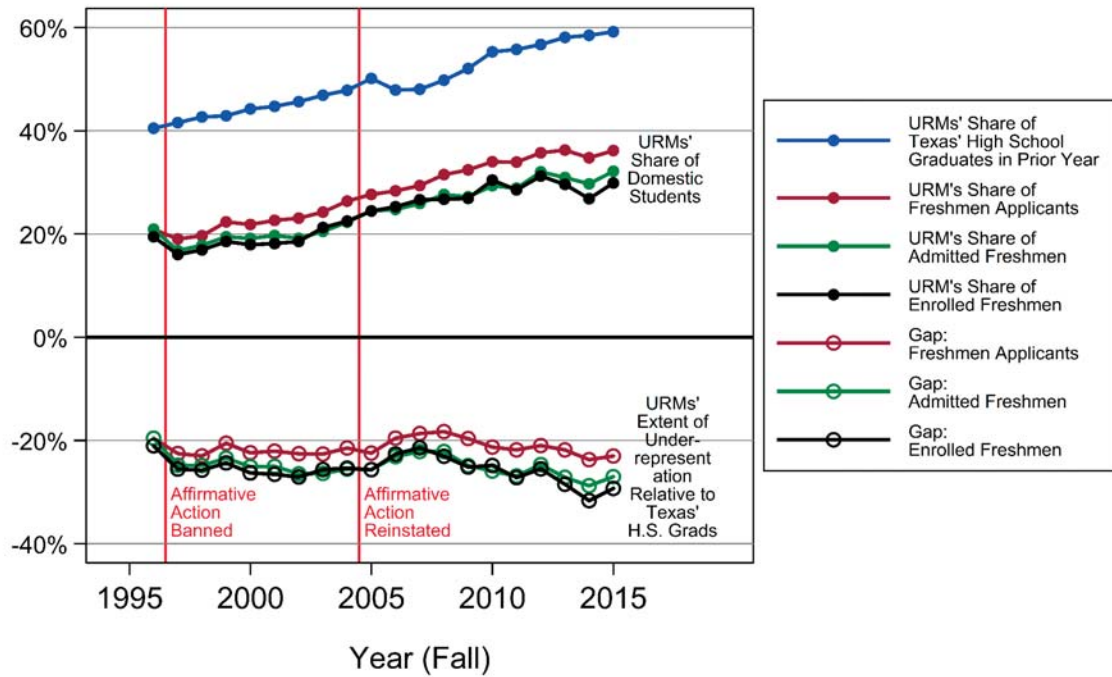


## Black, Hispanic, and Native Americans' Proportionate Representation at U. of New Hampshire

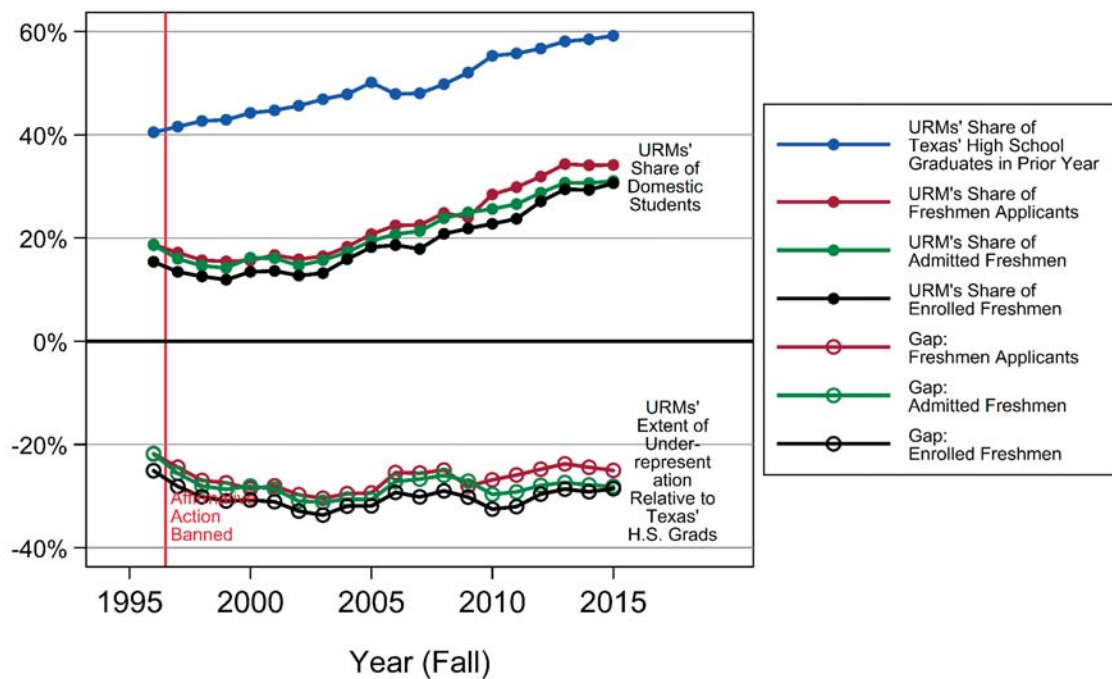




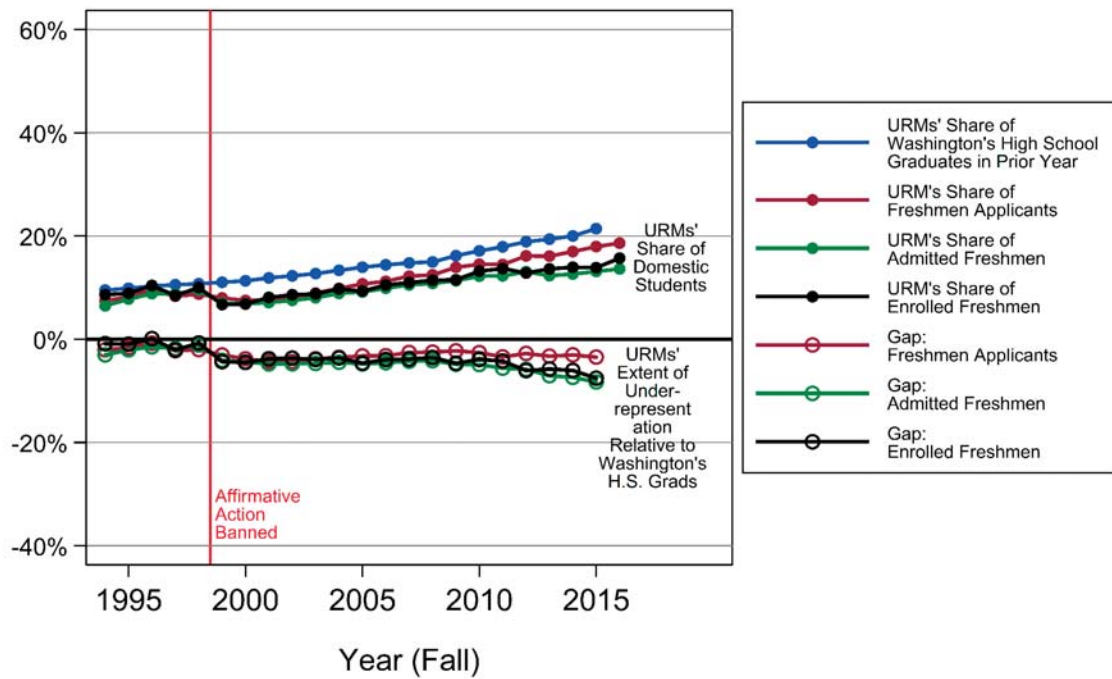
## Black, Hispanic, and Native Americans' Underrepresentation at UT-Austin



## Black, Hispanic, and Native Americans' Underrepresentation at Texas A&M U.



## Black, Hispanic, and Native Americans' Underrepresentation at U. of Washington



## **Human Science: In a Hole and How to Climb Out**

Panelists

**Kenneth Prewitt**, Public Policy, Columbia University

**Adrian Raftery**, Sociology & Statistics, University of Washington

Discussant

**Sandra Archibald**, Public Policy & Governance, University of Washington

## “Human Science: In a Hole and How to Climb Out”

**Kenneth Prewitt**

Kenneth Prewitt is the Carnegie Professor of Public Affairs. He taught Political Science at the University of Chicago from 1965–1982, and for shorter stints was on the faculty of Stanford University, Washington University, the University of Nairobi, Makerere University and the Graduate Faculty at the New School University (where he was also Dean). Prewitt's professional career also includes: Director of the United States Census Bureau, Director of the National Opinion Research Center, President of the Social Science Research Council, and Senior Vice President of the Rockefeller Foundation. He is a fellow of the American Academy of Arts and Sciences, the American Academy of Political and Social Science, the American Association for the Advancement of Science, the Center for the Advanced Study in the Behavioral Sciences, the Russell-Sage Foundation, and member of other professional associations, including the Council on Foreign Relations.

Among his awards are a Guggenheim Fellowship, honorary degrees from Carnegie Mellon and Southern Methodist University, a Distinguished Service Award from the New School for Social Research, the Officer's Cross of the Order of Merit from the Federal Republic of Germany, the Charles E. Merriam Lifetime Career Award, American Political Science Association and a Lifetime National Associate of the NRC/NAS. Prewitt holds a BA from Southern Methodist University (1958); MA from Washington University (1959), Harvard Divinity School (1960) as a Danforth fellow; PhD from Stanford University (1963). He has authored or coauthored another half-dozen books and more than 100 articles and book chapters. He is currently completing *Counting the Races of America: Do We Still Need To? Do We Still Want To?*

Self-fulfilling prophecy, division of labor, social capital, role model, peer approval, unintended consequences, social norms, networks, institutional racism, moral hazard, early childhood intervention, deterrence theory, implicit bias, loss aversion -- and, especially relevant to our celebration of our celebrant -- immigrant assimilation.

What two traits do these terms have in common?

First -- they are all social science generated; moreover, it is easy to add dozens more. However, no matter how many we add, the second thing they have in common does not budge.

Second. They are not recognized as the products of science. How often we hear, “well, we already knew that.”

Though it is the case that what these terms reference pre-existed their careful conceptualization, measurement, and label -- in fact they were not known in any meaningful sense.

social capital by Coleman, Putnam – which transformed development programs world wide by going beyond the then dominant focus on human capital.

early c’hood intervention following Mischel & his marshmallows turning into programs to improve executive function in children.

loss aversion, Tversky/Kahneman – launching behavioral economics and nudge theories.

deterrence theory, Shelling’s Nobel winning application of game theory – and nuclear warheads, too date, still in there siloes.

Immigrant assimilation , Chicago school sociologists studying European immigrants and their descendants at the turn of the 20th century – now, of course, greatly elaborated, including by people in this room.

How is it that social science gets little credit for its really serious achievements?

Ask a social scientist. Robert Merton documented why scientific concepts fade from the record as they become common sense. Obliteration by incorporation.

Our work lives on as common sense – not scientific discoveries.

I now turn to a different set of terms.

Pasteur’s quadrant, mission-oriented research, strategic research, use-inspired basic research,

translational science, open science, stakeholder science, convergence science, ..... There are grand challenges to conquer, co-production to organize, partnerships to establish, and evidence-based-policy to salute.

Hovering above this terminology, like angels in a Raphael painting, is IMPACT. The word saturates science policy discourse and decisions. Of course impact must be measurable and measured. That is, performance metrics, algorithmic definitions of scientific productivity itself.

We know have in play two thoughts: Obliteration by Incorporation and Impact at the center of science policy.

I add a third thought –

The “usefulness of useless knowledge,” famously coined by Alexander Flexner in the 1930’s— but traceable to Wilhelm von Humboldt’s Berlin university. This university, opened in 1810, was , designed to be a protected place where research thrives, curiosity is rewarded, serendipity plays a central role, and for which abundant public funds are provided for scientists to study and teach unencumbered by outside interference.

As we know, this model spread well beyond Berlin. I skip over the history, pausing only briefly on The Endless Frontier, in which Vannevar Bush so astutely built on WWII successes – radar, the bomb, code-breaking – to argue for public funding, at scale, to research universities.

Yes, this implied scientists following their curiosity, stumbling across basic truths, and guided by practices – peer review, self-correction, methodological rigor – and accepting that not all research.

That is, maybe some “useless” science, but the system itself would never be useless. Practical results wondrously appear: the atomic theory and then the bomb; quantum mechanics and then Moore’s law; the double helical structure and then personalized medicine. More often than not, the useless proved to be useful. In fact, with the benefit of hindsight, we see that Flexner phrase, though catchy, is a bit of a cheat. The results of curiosity-driven research are not useless; they are simply waiting to be used.

In fact, the basic vs applied stuff didn’t get us very far. More to the point is the pairing -- discoveries being used and discoveries waiting to be used.

\*\*\*\*\*

What am I getting at by stringing together these three thoughts – obliteration by incorporation attached to social science; Impact & performance metrics attached to all science; Usefulness of useless knowledge primary attached to the STEM sciences.

Well, I think the combination puts us in a Hole. To make that clear I need to briefly offer four more observations about the social sciences:

1. Start with the fact that the social sciences did not have their Ivory Tower moment, which Humboldt engineered for the natural sciences. From its beginning, social science announced its utilitarian benefits -- investigate and cure the late 19th century social pathologies of rapid industrialization, boom-bust economic cycles, unplanned & unsafe cities, child labor. The lodestar was and today remains “better policy” to improve social welfare. Given this utilitarian project, the curiosity rationale was never fully embraced – at least not by funders.

2. Add to that fact, a second one. Social sciences trying to generate “better policy” -- is orders of magnitude more complex and elusive than is biochemistry’s relationship to pills, and near-by hospitals, or mathematics’ relationship to weapons, and near-by engineers.

Social science does not have the policymaking space to itself. It shares it with political ideology, human irrationality, group dynamics, foul play. In policy-making causal attribution is seldom linear, nor is it easily demonstrated.

3. Which brings me to a third observation -- we’ve done a poor job of explaining, even to ourselves, the use of science in the policymaking arena. It’s really difficult to justify public funding when we cannot explain, and then help create, the policy conditions necessary for effective use.

Take a simple example. NORC's GSS informs us that public confidence "in science" has been high and reasonably stable since we began tracking it in 1972. The only institutional sector that gets higher approval is the military.

Fine. What is the level of public confidence in the social sciences?

Hands up please, of those who have an answer.

Although there is a growing science of science communication, there is nothing comparable in what might be called the science of the use of science. And here we mean the use of any science – climate science, medical science, engineering science, social science. The actual study of use, however, is the job of social science.

Has to be -- Use is a social phenomenon. If we have policy in mind, It occurs in legislatures, agencies, committees, boards, political parties, networks, councils.

We endlessly lament that research results are, depending on the circumstances, misused, partially used, ineffectively used, or ignored altogether. Systematic study – what I would like to label as "a human science of the use of any science" – asks what circumstances explain patterns of use and non-use. The hackneyed phrase "it is all politics" tells us nothing of importance. It is simply a way of saying that policy choices are contested and argued over. Going beyond "it is all politics" is key to a rationale for public funding.

4. My final observation. It is ironic, but, I believe, the case that more the social sciences "have impact," the more its Humboldtian space shrinks. Our knowledge pushes into society. It tells parents how to raise children, politicians how to get re-elected, businesses how to market their products, and armies how to win wars. But this pushing-in confronts a pushing-back. The more our knowledge matters, the more it invites concerns about, from the right, "social engineering."

Or, from the left, stakeholder agendas -- which translates into less autonomy/curiosity and more accountability/utility.

\*\*\*\*\*

To summarize, the dominant narrative that elicits public funding of science – the usefulness of useless knowledge – works reasonably well for the physical & biological sciences;

It doesn't for the social sciences, our confused grabbing of it from time to time notwithstanding. It doesn't because our founding claim is based on the utilitarian promise to be useful; but what we want to be useful at – better policy – is hard to do; because we've failed at explaining, even to ourselves, why our knowledge is used or not, correctly or not; because when we do point to consequences, there is a mixed reaction; and, sadly, because our really important intellectual/conceptual achievements slip into "common sense" which "everyone knows."

What is to be done?

Two thoughts here:

The first is to tend carefully to our borders, on the one side, the STEM sciences and on the other, the Humanities.

STEM -- the science of "human dimensions" was pioneered in the early framing of climate change and sustainable development, the former drawing primarily on the natural sciences and the latter on

the social sciences. Now that climate change is happening, resilience, preparedness, adaptability, conservation are much in demand – and they are social science at their core.

From this starting point, the STEM sciences now turn to us for help in understanding the human dimensions of nearly everything that concerns them: food production, medical treatments, transportation systems, military strategy, etc. The rapid expansion of research that draws simultaneously from human sciences and STEM is a growth field. It is at its most robust when new research fields are institutionalized in academic centers and PhD programs – prominent examples being human factors engineering, neuropsychology, and, computational social science. I believe there is enormous opportunity for expanding this agenda – which takes me to a caution.

The successful blending of social science and STEM requires management. As welcome and valuable as it is to work on STEM agendas, it could, if mismanaged, put an independent social science at risk – our usefulness assessed by what we add to STEM products more than by what we independently bring across a much broader agenda.

An effective way to protect the human sciences is to match attention to the natural science/human science border with equal attentiveness to our other border – with the humanities. There are many dimensions to this, and I offer only one example. It, at least for me, comes into sharp relief with a brief summary of how the humanities approach the curiosity-utilitarian puzzle. Martha Nussbaum is my guide. She writes:

“...the ancient Greeks, almost without exception in this period, defended some form of the view that intellectual study was appropriate and valuable only insofar as it made some contribution to the practical...” However, she continues, “Socrates and, even more clearly, Plato...insisted that the benefits of philosophical inquiry were not just instrumental: for inquiring and contemplation were themselves activities of enormous intrinsic value...”

Nussbaum, no less than Flexner, insists that “...practical value was inseparable from the fact that they were theoretical disciplines pursued for their own sake alone.” The humanities are practical but not narrowly instrumental. Their ways of knowing ask “what is right” and “what is truthful.” Humanistic study, at its best, leads culture to “examine itself concerning its most basic values.” Social science, at its best, will share in this task.

A Postscript – Social demography brings several assets.

First, protecting the independence of social science even when it dances with the biological sciences. You never became a “research assistant,” and won’t start now. You can be a model for other social sciences as they engage STEM.

Second, you take a very long view, which includes retrospective work relevant to how we got to where we are to a powerfully predictive models of what’s in store.

And what is in store is more – not less – movement across national borders. Immigration is not going to stop. Sooner or later, the below replacement countries & regions are going to adjust to the realities of elderly care by young nurses who don’t look like those who need caring for.

Finally, you are so relentlessly data driven that the data always trump political preferences. I assume that the liberals in the room can sit down with colleagues at the Center for Migration Studies and come to an agreement on whether today’s 3rd generation Mexicans are, or are not, replicating the assimilation patterns of Italian immigrants of a century ago. At least I hope that is so.



“Demography is not in a Hole! The Data Revolution in Demography: New  
Questions, New Data, New Methods”

**Adrian Raftery**

Adrian E. Raftery is Professor of Statistics and Sociology at the University of Washington. He was born in Dublin, Ireland, and obtained a B.A. in Mathematics (1976) and an M.Sc. in Statistics and Operations Research (1977) at Trinity College Dublin. He obtained a doctorate in mathematical statistics in 1980 from the Université Pierre et Marie Curie in Paris, France under the supervision of Paul Deheuvels. He was a lecturer in statistics at Trinity College Dublin from 1980 to 1986, and then an associate (1986-1990) and full (1990-present) professor of statistics and sociology at the University of Washington. He was the founding Director of the Center for Statistics and Social Sciences (1999-2009). Raftery has published over 170 refereed articles in statistical, sociological and other journals. His research focuses on Bayesian model selection and Bayesian model averaging, model-based clustering, inference for deterministic simulation models, and the development of new statistical methods for sociology, demography, and the environmental and health sciences. He is a member of the United States National Academy of Sciences, a Fellow of the American Academy of Arts and Sciences, an Honorary Member of the Royal Irish Academy, a member of the Washington State Academy of Sciences, a Fellow of the American Statistical Association, a Fellow of the Institute of Mathematical Statistics, and an elected Member of the Sociological Research Association. He has won the Population Association of America's Clifford C. Clogg Award, the American Sociological Association's Paul F. Lazarsfeld Award for Distinguished Contribution to Knowledge, the Jerome Sacks Award for Outstanding Cross-Disciplinary Research from the National Institute of Statistical Sciences, and the Parzen Prize for Statistical Innovation. He is also a former Coordinating and Applications Editor of the *Journal of the American Statistical Association* and a former Editor of *Sociological Methodology*. He was identified as the world's most cited researcher in mathematics for the decade 1995-2005 by Thomson-ISI.

# Demography Is Not In A Hole!

## The Data Revolution in Demography: New Questions, New Data, New Methods

Adrian E. Raftery

University of Washington  
<http://www.stat.washington.edu/raftery>  
<http://bayespop.csss.washington.edu/>

Supported by NICHD

Symposium in Honor of Charles Hirschman  
University of Washington, November 16, 2018

## Population Projections: A Killer App of Demography

- ▶ Population projections: Project/forecast future populations by age, sex, etc.
- ▶ One of the biggest contributions of social science to society
- ▶ Used by most governments at all levels for policy-making, planning at least since the 1940s
- ▶ by international organizations for monitoring development goals and global modeling
- ▶ Used by the private sector for strategic planning
- ▶ Used by researchers, especially in the health and social sciences
- ▶ Have an enviable record of accuracy, even for long time lags
- ▶ A strong basis:
  - ▶ Demographic balancing equation (a law like physics)
  - ▶ Demographic theory
  - ▶ Formal/mathematical demography
  - ▶ Statistical demography
  - ▶ big data before “Big Data”

## New Questions

- ▶ Input to climate science (e.g. Brian O'Neill, NCAR; IPCC reports)
- ▶ Global health
- ▶ E.g. analysis of the HIV/AIDS epidemic by UNAIDS, developing a synthesis of demography and epidemiology (Peter Ghys, John Stover, Josh Salomon, Sam Clark, UWash group, ...)
- ▶ Estimating international and internal migration (MIMOSA Project; Guy Abel)
- ▶ New questions require synthesis of demography with other fields

## New Data

- ▶ Demographic estimates are very good for:
  - ▶ Population by age and sex from censuses in most countries
  - ▶ Fertility and mortality rates in countries with good vital registration systems (mostly more developed countries)
- ▶ not very good for:
  - ▶ migration in most countries
  - ▶ fertility and mortality rates in many less developed countries
  - ▶ disease prevalence
  - ▶ sizes of some key affected populations (e.g. IDU, MSM, FSW)
- ▶ New data sources:
  - ▶ Email and social media (Zagheni & Weber 2012)
  - ▶ mobile phone data (Williams, Dobra 2015)
  - ▶ Respondent-driven sampling data
  - ▶ Network scale-up survey data
  - ▶ Verbal autopsy data (Clark, McCormick)
  - ▶ ...
- ▶ But plagued by biases and measurement error
- ▶  $\Rightarrow$  a big need for new methods

## New Methods Example: Estimating Past and Present Demographics

- ▶ Estimating past and present population, fertility, mortality, migration by age and sex (and race, ethnicity, religion, education, ...) a key goal of demography
- ▶ Data: Censuses, surveys, vital registration systems
- ▶ More developed countries have vital registration systems for fertility and mortality:
  - ▶ But data on migration still sparse
  - ▶ And migration is becoming the most important component of population change in developed countries
- ▶ Many less developed countries rely on surveys (e.g., Demographic and Health Surveys) for vital rate data.
  - ▶ Coverage may be incomplete
  - ▶ Bias and measurement error variance can be high, and can vary greatly from one data source to another

## Standard Methods

- ▶ All available sources of data on population and vital rates assembled
- ▶ Expert analysts adjust and reconcile different sources of information subjectively, but using the demographic balancing equation:

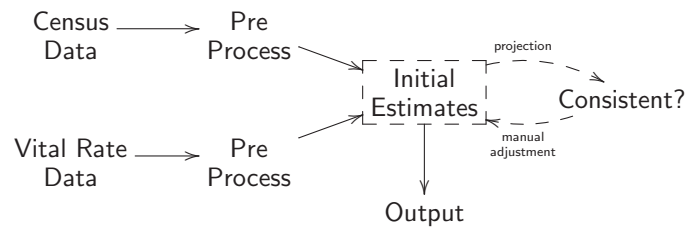
$$\text{Pop}_{t+1} = \text{Pop}_t + \text{Births}_t - \text{Deaths}_t + \text{Net Migration}_t$$

(A key advantage of demography).

- ▶ Problems: no uncertainty, ad hoc, hard to reproduce
- ▶ Recent proposal: Formalize consistency among vital rates and census estimates using a Bayesian hierarchical model (Wheldon et al 2013, 2015, 2016):
  - ▶ integrates all sources of information in a unified, principled framework
  - ▶ reproducible, gives uncertainty assessment
  - ▶ could be used to adjust and include new data sources

## Standard vs Bayesian Method

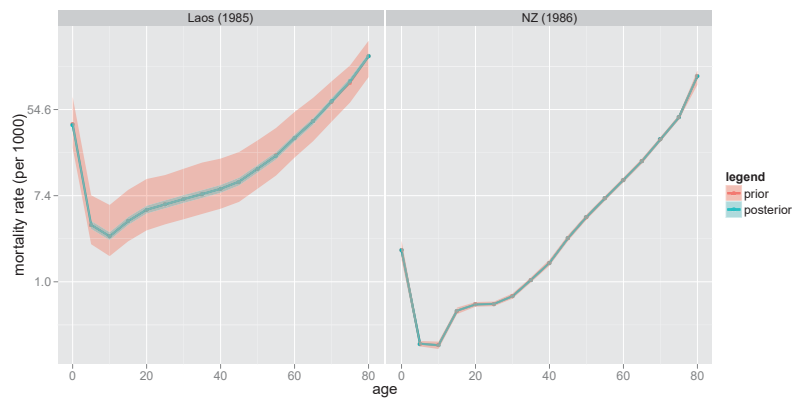
### Standard



### Bayesian



## Age Specific Mortality Rates



(Source: Wheldon et al 2015)

## Summary

- ▶ Population projections a killer app of demography.
- ▶ New questions: climate change, global health, estimating international migration, ...
- ▶ New data:
  - ▶ social media, mobile phones, network sampling methods, verbal autopsies ...
  - ▶ but plagued by bias and measurement error
- ▶ New methods:
  - ▶ Modern statistical methods for correcting bias and accounting for measurement error
  - ▶ Bayesian methods for combining different sources of data
  - ▶ Data science methods for big data
  - ▶ Spatial methods for small area estimation (Tatem WorldPop, Wakefield)
- ▶ It's an exciting time for demography!

## **Prospects for Compassionate Futures: Insights from Immigration & Area Studies**

Panelists

**Alejandro Portes**, Sociology & Law, Princeton University & University of Miami

**Daniel Chirot**, Sociology & International Studies, University of Washington

Discussant

**Sara Curran**, International Studies & Sociology, University of Washington

## “Bifurcated Immigration and the End of Compassion”

**Alejandro Portes**

Alejandro Portes is Howard Harrison and Gabrielle Snyder Beck Professor of Sociology and director of the Center for Migration and Development at Princeton University. He is the author of 250 articles and chapters on national development, international migration, Latin American and Caribbean urbanization, and economic sociology. He has published 30 books and special issues. His books include *City on the Edge – the Transformation of Miami* (California 1993), co-authored with Alex Stepick and winner of the Robert Park Award for best book in urban sociology and the Anthony Leeds Award for best book in urban anthropology in 1995; and *Immigrant America: A Portrait*, 3rd edition, (California 2006), designated as a Centennial Publication by the University of California Press in 1996. His current research is on the adaptation process of the immigrant second generation in comparative perspective, the role of institutions on national development, and immigration and the American health system.



# BIFURCATED IMMIGRATION AND THE END OF COMPASSION

---

By

Alejandro Portes

Princeton University and University of Miami



Despite appearances, the United States continues to be quite receptive to new immigration. In 2017, the last year of record, as of this writing, more than one million persons (1,127,167) were admitted for legal permanent residence in the country.

In total, family connections accounted for about three-fourths of the legal permanent inflow during the last decade.

In 2017, 170,581 Mexicans received legal permanent residence, more than any other country. Mexico was followed, however, by Cuba (65,028) and three Asian countries: China (71,565); India (60,394) and the Philippines (49,147).

Geographical bifurcation is superimposed on that based on human capital. Overwhelmingly, Mexican and Central American immigrants are manual workers with low average education and skills, while those coming from China, India, Korea, and the Philippines tend to arrive with above-average educational credentials.

According to the last census, 44.5 percent foreign-born Chinese, 51.1 percent Koreans, 70.0 percent of the Taiwanese, and 75 percent of Indians were college graduates. By comparison only 8.4 percent of Hondurans, 6.7 percent of Salvadorians and just 5.3 percent of Mexicans had the same level of education.

In 2015, average years of education for both groups, aged 25 and older, were almost at par: 13.4 years among natives and 12.6 years among immigrants who entered during the last five years. Among younger workers, aged 25-34, average educational attainment was the same.

Such differences are then essentialized in stereotypes about below-average “Hispanic” ability levels and the ability and superior achievement of Asian youths.

Starting in 1990, things started to change with passage of legislation authorizing temporary entry visas for foreigners of high ability. This was the basis for a new H1-B visa program.

The significance of the H1-B program is that it opens a path for legal entry of high human capital flows that it is not conditional on permanent residence in the country.

This popularity is well reflected in the present size of the flow. In 2017, 531,280 H1-B workers and their families were authorized for legal residence in the United States. The figure is larger than the number of visas granted for family reunification of U.S. citizens and more than twelve times the number of professionals with advanced degrees admitted for permanent residence (39,331).

The federal government responded by discreetly expanding the H-2A temporary program for agricultural laborers. H-2A visas are granted for one year and linked to a single employer.

The number of such visas tripled between 2006 and 2010 from 46,000 to 139,000 workers. By 2017, the program expanded to 412,820; of these 393,849 came from Mexico.

In 2017, 1,068,430 H1-B, H2-A, H2-B workers and their families were admitted. This is about the total for legal permanent immigration in the same year (1,127,16).

Immigration and Customs Enforcement (ICE), has engaged in a campaign of mass deportations that, over the last decade, saw over 8.1 million migrants removed or returned to their countries of origin. Mexico alone received over three million deportees during the last five years.

Be it as it may, in 2016 the U.S. government apprehended 265,747 Mexicans from American territory, while admitting 332,445 for temporary agricultural labor and another 90,301 for unskilled non-rural labor. In effect, the federal government has set up a revolving door at the border.

Along with the replacement of legal permanent residents by temporary precarious workers, the deportation campaign reflects a shift from an immigration policy governed by relative tolerance and strong concern for human rights to one where the selfish interests of employers at both ends of the labor market and the narrow views of militant nativists rule the day.



A related story pertains to refugees. Compared with the effort led by Germany to resettle hundreds of thousands of Syrian and other Middle Eastern refugees in Western Europe, the 85,000 refugees admitted by the United States in 2016 look paltry. Of these, only 12,687 came from Syria.

Just recently, the Administration announced that the total number of refugees to be admitted this year was to be further curtailed to about 45,000.

The category of “refugee” and the increasing admission of people under this label reflect this growing concern. The label did not exist, for example, at the start of the XXth century where the U.S. was granting access to millions of Russian Jews, in effect the political refugees of the time.

As sociologist Edgar Thompson noted long ago, the solution was to find a source of labor so alien to their new environment in plantations or mines that they would have no way to escape. African slaves were that solution and the organized trans-Atlantic migration of these early victims of capitalism became the normative form of labor migration for several centuries.

Paid recruiters were dispatched by American industrialists to remote confines of Southern Italy and the Austro-Hungarian empire to apprise peasants of the “better meals and higher wages” to be had in factory and casual work in the Northeast and Midwest.

The arrival of these recruited migrants and their subsequent incorporation in the receiving societies led, eventually, to the “canonical” story of migrant assimilation, featuring a working-class first generation that toiled hard at menial industrial jobs in order to pave the way for a second generation who moved ahead to better positions made possible by its command of the language and access to education.

Second, immigrants increasingly started coming *on their own*, rather than been recruited by industrialists and growers. These “spontaneous” flows were the consequence of the social networks connecting earlier recruited laborers to those left behind and through which information about the better living conditions in places of destination and the best means to get there flowed.

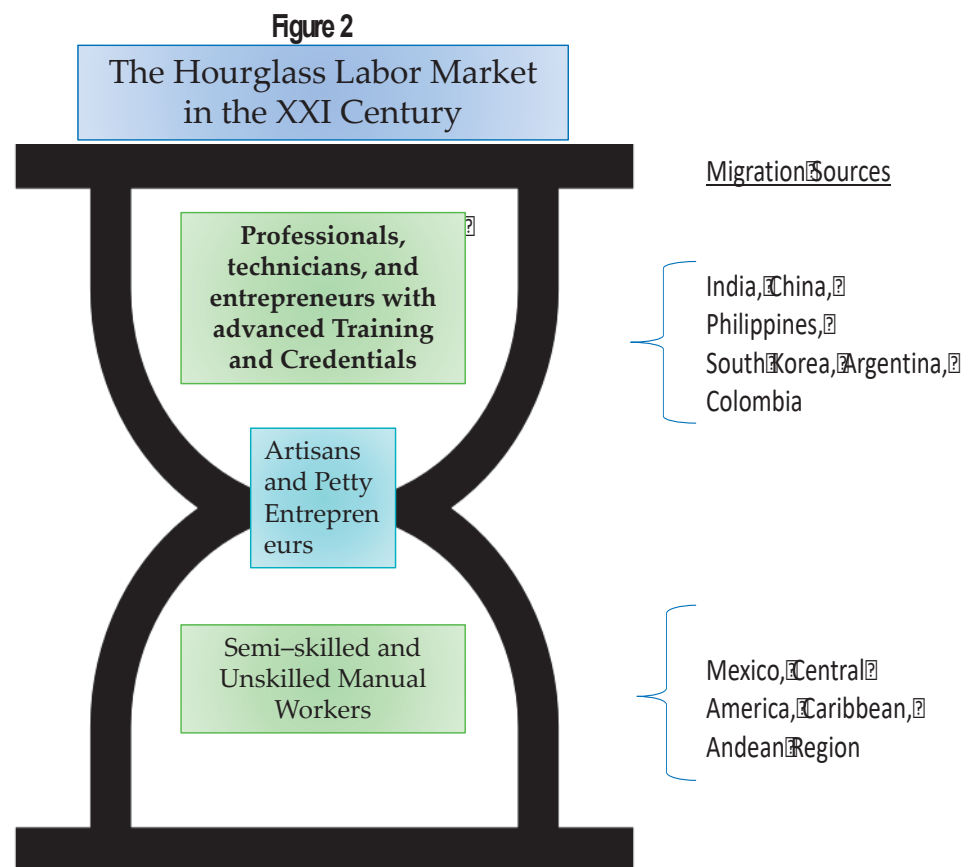
**Figure 1**  
**Immigration and the World Capitalist Economy**

<u>Type</u>	<u>Origin<sup>1</sup></u>	<u>Centuries<sup>2</sup></u>
-Settler migrations	European Powers: Spain, Portugal, Great Britain, France, Netherlands	XVI – XVIII
-Coerced labor migration (slavery)	Africa	XVII – XIX
-Indentured labor migration	British Isles, —————→ China and India —————→	XVI – XVII XIX
- Reunited labor migrations	Southern Europe, Mexico, China —→	XIX – XX
-Self-motivated (spontaneous) migrations	Southeastern Europe —————→ Latin America, Asia, —————→ Africa	XIX – XX XX – XXI

1. Main sending countries or regions.

2. Main periods where each type of migration was predominant.

In the American post-industrial economy, the labor market has evolved into the now familiar ‘hourglass’ where demand concentrates at the top for positions requiring advanced education and training and at the bottom for menial, hard, and poorly-paid work.



The stage is set for the confrontation between capital and its needs and a native population increasingly distraught by the very process of industrial re-structuring and downsizing that has given rise to the “hourglass”.

**Figure 3**  
**Outcomes of Labor/Capital Approaches toward Labor Immigration**

		Employers	
		Not Hire Immigrants	Hire Immigrants
Working Class	Not oppose Immigration	<b>-A-</b> Native Workers' Paradise <div>++/--</div>	<b>-C-</b> Employers' Paradise <div>++/--</div>
	Oppose Immigration	<b>-B-</b> Preventive Mobilizations <div>+/--</div>	<b>-D-</b> Contested and Restricted Labor Migration <div>-/+</div>

1. Plus and minus signs indicate the hypothetical absolute gains and losses for both classes of players. Workers' payouts on the left of dashes; employers' on right. Double plus or minus indicate highest gains or losses.

The solution to this situation has been to revive the old *Bracero* Program for temporary agricultural labor, a ploy implemented quietly but efficiently by the Obama Administration. The program was promptly extended to non-agricultural manual workers to meet the labor needs of the construction and personal services industries.

Legal, temporary labor migration has rapidly become *the* dominant component of the American immigration system, relegating stable permanent immigration to a secondary role.

It deprives society of the vibrancy and energy brought about by cultural diversity and of the potential for social change and innovation inherent in it. Such a country would have many “bowling leagues” joined by old-timers; but few inventors, innovators, and competitive teams in sports requiring both youth and energy.

Since satisfying demands for ending all immigration is impossible, given powerful economic interests supporting its continuation, such demands can be at least partially met by attacking the most vulnerable category of migrants.



*No matter where  
you are from we  
are glad you are  
our neighbor.*

“On Demography, Immigration, and Politics: Why We Need More  
Charlie Hirschmans”

**Daniel Chirot**

Daniel Chirot, Herbert J. Ellison Professor of International Studies at the University of Washington, has authored books about social change, ethnic conflict, genocides, Eastern Europe, and tyranny. He co-authored *Why Not Kill Them All?* about political mass murder and is the author of *Modern Tyrants* (both published by Princeton University Press). He has edited or co-edited books on Leninism's decline, on entrepreneurial ethnic minorities, on ethno-political warfare, and on the economic history of Eastern Europe. Some of his publications have been translated into Chinese, Korean, Swedish, Finnish, Italian, German, Romanian, Polish, Hungarian, Albanian, and Lithuanian. His most recent works are textbooks called *Contentious Identities: Ethnic, Religious, and Nationalist Conflicts in Today's World* and a completely revised edition of *How Societies Change*. He founded the journal *East European Politics and Societies* and has received grants from the John Simon Guggenheim, Rockefeller, and Mellon Foundations and from the United States State Department. He has consulted for the US Government, the National Endowment for Democracy, the Ford Foundation, and CARE. In 2004/05 he was a Senior Fellow at the United States Institute of Peace working on African conflicts. He has a BA from Harvard and a PhD from Columbia.

I am not a demographer, but I use its findings all the time. So, I can begin by saying how grateful all of us, and the wider public should be that there are specialists like Charlie to help us. By combining his technical expertise with profound area knowledge in Southeast Asia he has made his contributions even more valuable, not least of all to help us better understand ethnic groups and relations. Unfortunately, these days the widespread rejection of science has made demographic findings particularly vulnerable to fabrications and gross misrepresentation. That makes it all the more important that we continue to support good demographic research, but also make its findings more broadly accessible.

That brings me to Alejandro Portes's wonderful, accessible article about immigration that summarizes so much information so well and concisely. (As a side note, I was glad to see that he mentioned the late Edgar Thompson's work. It was at his house, back in 1973 or '74, that I first met Charlie when he was a young sociology professor at Duke and I was one at UNC in Chapel Hill.) The article shows that compassion was never quite the primary purpose of American immigration policy, and why it is even less so today. The conclusion, that the situation is very unlikely to get better is sobering and makes it clear that there is more going on than just one nasty president.

I'd like to add a little about parts of the world I have studied on and off for a half century, Eastern Europe and West Africa, the first as an academic, and the second by working there, most recently doing consulting work for NGOs.

It is understandable that the economics of immigration and how certain parts of the American population feel negatively affected have produced a backlash. But how to explain the even more intense hatred and openly fascist demonization of Muslim immigrants in a country like Hungary? Hungary has few immigrants of any kind and a minuscule Muslim population. The fleeing refugees from the Middle East who are on its borders don't even want to stay there. Even more is this the case in Poland, and throughout Eastern Europe in general. Why the panic?

But it isn't just fear of immigrants. There has been a marked return of traditional anti-Semitism. It used to be that a secret coterie of Jews was about to take over the world – with the Rothschilds as the obvious manipulators. Now instead of the Rothschilds it is George Soros (I have to admit I did some work for his foundation in Senegal in 2016, and in the 1990s in Romania. I've never met him but he is one of my heroes.) The fear of immigrants, carefully cultivated by right wing leaders, is just one base of rising anti-liberalism that takes us back to the 1930s. How come? Don't people remember the consequences of fascism, or more recently of communist dictatorship that turned out to not be all that different? The general turn against liberalism leads directly to eventual repression and dictatorship, and if there is one part of the world that should know better, it is Eastern Europe.

I think an underemphasized but quite new cause of what is happening is a demographic reality. These are dying societies, and I think a lot of people, especially in more rural, more traditional, poorer parts of the country feel it because they are suffering depopulation and bleak economic prospects. They are worse off than the richer parts of Europe precisely because they do not attract immigrants, not because they have many. The fertility rate in Hungary is 1.4 births per woman. In Poland it is 1.3 – in a very Catholic country!) In Moldova, the poorest country in Europe, it is 1.2. (These figures are for 2016 from the World Bank.) I do not know how to measure a general sense that “our society, our community, our people are facing long term extinction.” But as the most

talented and most enterprising people in these countries emigrate to richer and better paying Western countries, there has to be a sense of dread. Blaming the situation on immigrants, or Muslims, or Jews (who survive in tiny numbers in this region as the majority were exterminated by the Nazis and almost all of the survivors left after World War II) is in a sense even more ludicrous than the anti-immigrant feeling in the United States or in wealthy Western Europe where, at least, there really are immigrants.

Now, of course, this raises the question of what is going to happen in other countries with similarly low fertility rates – East Asia for example. South Korea has a fertility rate of 1.2 births per woman, and Japan 1.4. China's is 1.6. Is there going to be the same reaction, of incipient panic as all the energy and hope for the future faces a declining, graying reality? We will see. And what will happen if Western Europe and the United States really do manage to massively curb immigration as many face the exact same demographic future?

What about West Africa? Fertility is definitely falling, but as in most of Africa it remains at about 4 to 5 births per woman, down from 7 sixty years ago. (It is still above 7 in Niger, by the way, where 800 American troops have been blundering around the country without having any understanding of why it is so troubled. Almost none know French, the official government language, much less Hausa or Djerma.) The economics in West Africa, as in most of the rest of Africa, are growing, but not fast enough or with enough jobs to absorb the rapidly increasing youth population. So, the pressure to emigrate is high, and will remain high for a long time to come. That is why, even leaving aside those who are fleeing violence, so many are willing to take terrible risks to get to Western Europe. And that means that compared to what the United States is facing, Western Europe will have to deal with a considerably larger problem. I have little hope, given recent political events in Germany and elsewhere in Western Europe, that rational, humane, and practical solutions will be found as these would require cooperation between all the European countries, well targeted aid to Africa, and reforms in Africa itself. A tall order.

This is not entirely a bleak appraisal, however. On the contrary, it just goes to show how much more vital good demographic research combined with strong area studies skills will be needed in the future. We all need scholars like Charlie to continue their work, and many new ones to be trained to continue it. And then we need to learn how to better disseminate this precious knowledge.

## Reception

Welcome

**Sara Curran**, International Studies & Sociology, University of Washington

Emcees

**Jerry Herting**, Sociology, University of Washington

**Stew Tolnay**, Sociology, University of Washington

“Travels with Charlie”

**Jerry Herting**

**Stew Tolnay**

Jerry Herting is a Professor of Sociology at the University of Washington. He received his MA in Sociology from SUNY at Stony Brook and PhD from the University of Washington. He is trained as a demographer and research methodologist. He spent nine years at Stanford University Sociology department before returning to Seattle and a joint appointment in the UW Nursing School's Psychosocial and Community Health program and the Department of Sociology. He chaired the Department from 2011 to 2017. Herting's research interests are generally quite broad but he has primarily worked in sociology of health over the life course looking at mental health and other health related behaviors of adolescents/young adults, often focusing on the role of family, peer group, and neighborhood context on various outcomes. More recently, with colleagues in the UW Nursing School, he has begun looking at healthy aging for older adults. Part of his work has and continues to explore health promotion interventions and how the organization of interventions/service is related to positive outcomes. He is also engaged in work examining difference in trends in young adult suicide rates among African Americans and Whites, developing a relation with Washington State courts on adult/juvenile justice best practices, working with City of Seattle on affordable housing (with K. Crowder), and the organization of local public health programs on health disparities.

Stewart Tolnay is Professor Emeritus and S. Frank Miyamoto Endowed Professor of Sociology at the University of Washington. He received his AA Degree from Everett Community College and BA, MA, and Ph.D. in Sociology from UW. He held previous academic appointments at the University of Georgia (1981-1988) and The University at Albany - State University of New York (1988-2000). From 2003 through 2008 he served as Chair of the UW Department of Sociology. From 2010 through 2013 he was Editor of *Demography*, the flagship journal of the Population Association of America. He has devoted most of his research time to exploring the social and demographic history of African Americans. This journey began with his dissertation which used the newly available 1900 Public Use Microdata Sample to study the African American fertility transition. Because the black population in the U.S. around the turn of the 20th Century was so heavily concentrated in the South, and because his first academic appointment was at the University of Georgia, his interests in the African American experience gradually expanded beyond fertility to include other topics. With support from the National Science Foundation, his colleague Woody Beck and him constructed a new and confirmed inventory of lynch victims in ten southern states between 1882 and 1930. I have also done extensive research on the Great Migration of southern blacks to the North and West. This research program has been supported by the National Science Foundation and the National Institutes of Health.

# Looking Back to Find the Future Reflections from Social Science for a Changing World

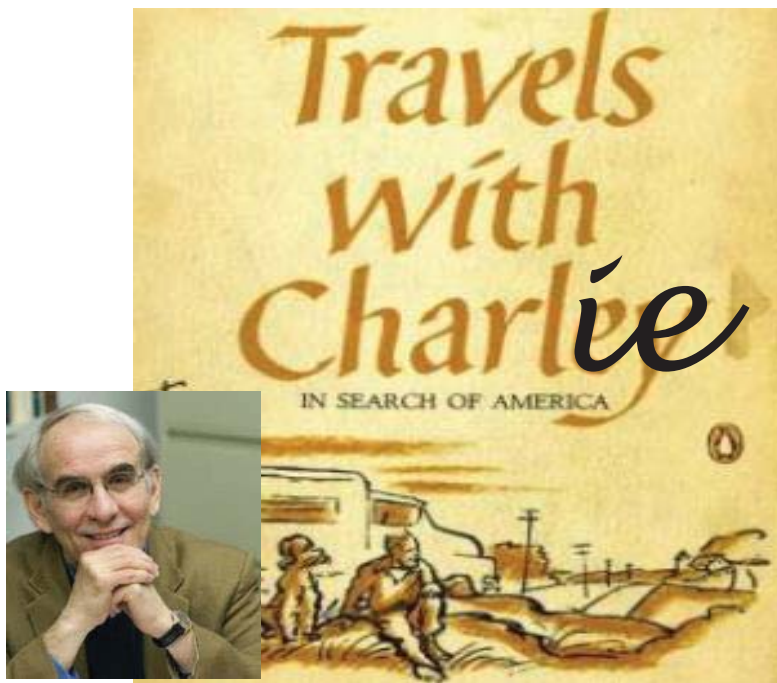
Symposium Honoring Professor Charles Hirschman

12:30pm-5:30pm

16 November 2018

Walker-Ames Room, Kane Hall

## “Looking Back to Find the Future”

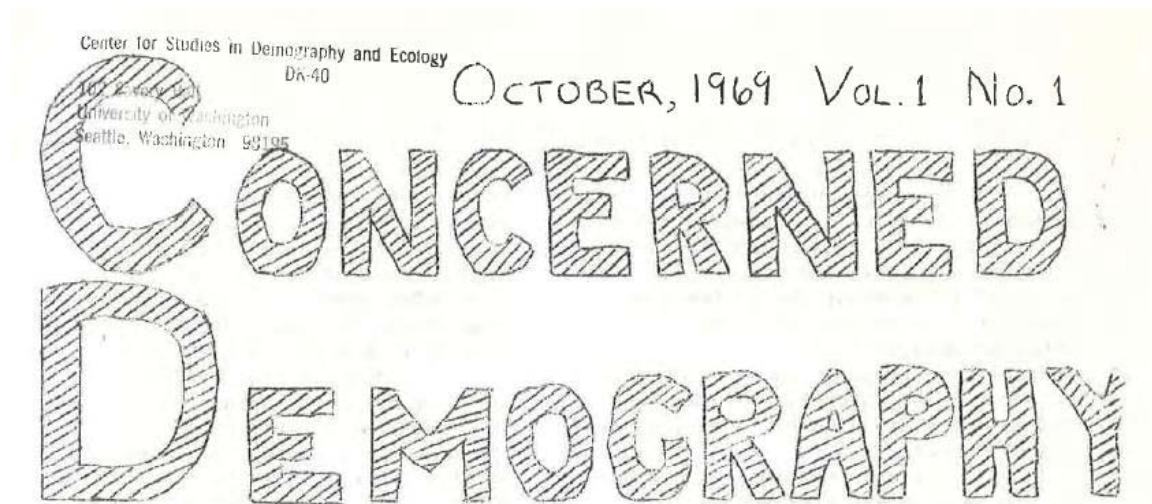




## In the Beginning...

**Doug Massey:** “It was a long journey from being a founder of *Concerned Demography* as a graduate student at the University of Wisconsin to retiring as the Boeing International Professor at the University of Washington...”

# “Concerned Demography”????



**Badger Bolsheviks**

# Charlie's Radical Origins

**“...in the past year, two of the last centers of value-free research, NIH and NSF, have been exposed as the *political arms of the government*.”**

**“...family planning is very similar to the proposals of the *eugenics movement*.”**

**“Where, then, has *Demography* been leading us? The answer is clear: toward propaganda for family planning, away from concern with crucial domestic issues related to urbanization and race relations, toward continued non-concern with demographic theory and training, toward individual rather than social structural or human ecological studies of society...”**

## Throw the Rascals Out!

**“O.D. Duncan, PAA President said that the dissidents (i.e. Concerned Demography members) could always get out if they did not like the organization.”\***



\*Concerned Demography, 1969, Vol. 1, No. 1, p. 2

# They Did Not ‘Get Out’



**Charles Hirschman**

Professor Emeritus, Boeing International Professor

[charles@uw.edu](mailto:charles@uw.edu) / (206) 543-5035 / Savery 248

Office Hours: 12:00 to 1:30 pm MW

Demography, Ecology, Immigration, Race and Ethnicity, Social Stratification/Inequality, Southeast Asian

1. Mentorship
2. Generosity & Humanity
3. Intellectual Impact

## MENTORSHIP

“When I first met Charlie, he came to speak to us first-years in Proseminar. The words he shared during that time provided me hope that I could become a scholar. He said that if you keep showing up and doing the work that the work gets easier because you become stronger. I knew I could show up despite feeling overwhelmed and, at times, inadequate. Charlie was right, the work has become easier simply by showing up. I saw Charlie show up during my time at the University of Washington. I saw him come into the office day after day. In that showing up, Charlie created an amazing career that influenced social science, and those who have had the privilege to know him, for the better.”

**RYAN GABRIEL**



## MENTORSHIP

**“Thank you for always being so generous with your time and advice -- 20 years and counting! You are truly an inspiration. Congratulations on your retirement.”**

**PUK TEERAWICHITCHAINAN**



## MENTORSHIP

**“I’m incredibly grateful for the mentorship Charlie provided me during my M.A. in International Studies from 2015-2017. I innocently enrolled in his race and ethnicity class in the Fall of 2015, which he graciously let me do late in the second week of classes. I had never taken a sociology class in my life, but those 10 weeks certainly changed my life. I walked away from that first quarter with a new M.A. advisor, a research agenda that excited me, and a newly found passion for sociology.”**

**ERIN MCAULIFFE**



## GENEROSITY AND HUMANITY

**“Charlie and Jo's kindness extends to the family of students. For example, they hosted a special high school graduation party at their home for my daughter and another high school graduate visiting from out-of-state whose father was Charlie's student in earlier days. Thank you!”**

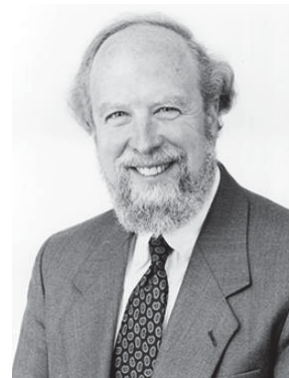
**MAYA MAGARATI**



## GENEROSITY AND HUMANITY

**“...in addition to the seriousness of his scholarship, we have developed a warm and intense social relationship with Charlie and Jo and their family. Most recently, we stayed with the Hirschmans in Seattle and he spent several hours hosting me and Fran and showing us the city that he loves.”**

**FRAN AND CALVIN  
GOLDSCHIEDER**





## GENEROSITY AND HUMANITY

**“Charlie and Jo, thank you for your warmth and your welcome, for supporting your students and making us feel like we were part of a community, and like it mattered that we were there..”**

**AMY K. BAILEY**



## INTELLECTUAL IMPACT

**“Your contributions to social science have been wide and deep and shall extend for generations to follow through your corpus of work and especially via so many cohorts of your rigorously trained students.”**

**DAVID FEATHERMAN**



## INTELLECTUAL IMPACT

**“You have made important, path-breaking, contributions to our understanding of the demographic history and the continuing importance of population changes in mainland Southeast Asia. You have also published influential work on immigration and assimilation in the United States. A noteworthy feature of your scholarship is its rich public policy implications, offered without ever lessening its academic rigor.”**

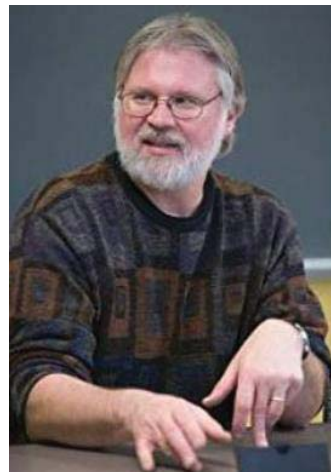
**PETER J. DONALDSON**



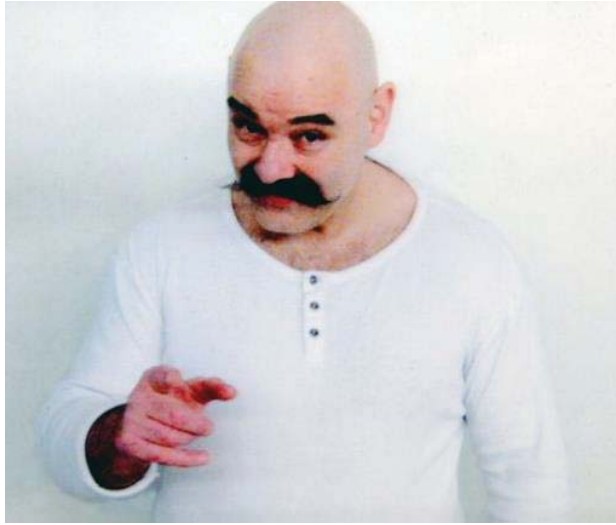
## INTELLECTUAL IMPACT

**“...a very productive and distinguished career that contributed abundantly to the stock of knowledge in many fields of demography and sociology.”**

**DOUG MASSEY**

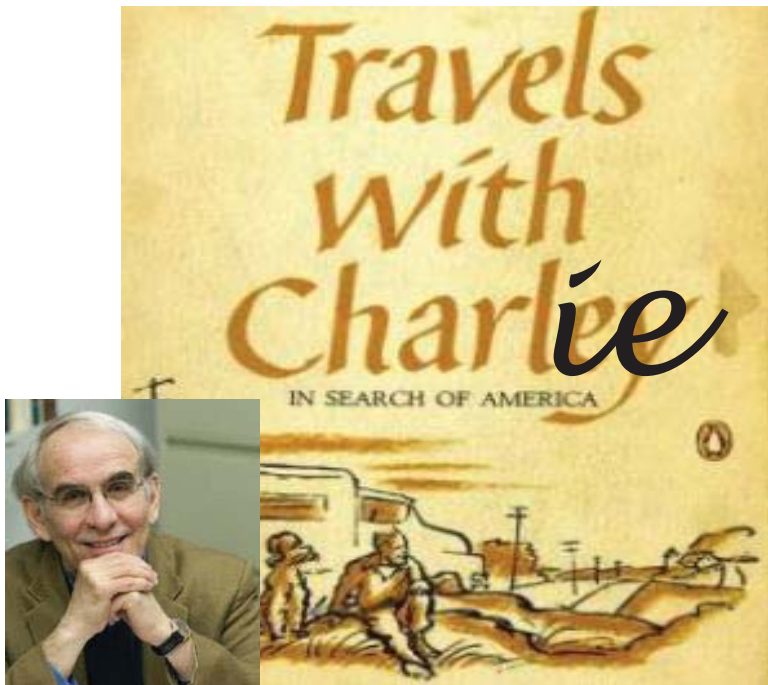


# YOUR TURN!!!!





## “Looking Back to Find the Future”



## **Tributes for Charlie**

Charles Hirschman, demo wizard  
Of illustrious career  
He's supposed to be retired,  
But, I find out, he's still here.

Born and raised in flyover country  
Child of the Midwest is he  
Which accounts for his demeanor  
And his basic nicety

From Miami of Ohio  
To the shores of Lake Mendota  
No impatience, never angry  
Never cross for one iota

Toddled off to Southeast Asia  
To the kampongs toddled he  
In pursuit of massive data  
For his doctoral degree

Far above Cayuga's waters  
Went our Charlie, to profess  
It was cold, it was snowy  
Better then to come out West

Mid the Northwest's firs and cedars  
To direct CSDE  
He did so well, it got him punished--  
Chairing Sociology

Would he ever learn his lesson?  
Good work leads to further tasks  
President of PAA then  
Why? The wondr'ing colleague asks.

Fellow of the AAAS  
A fine trophy for his shelf  
But fellow of the AAAS  
Why did he repeat himself?

I count myself among the lucky  
I've known Charlie all these years  
When I heard he was retired, it  
Didn't bring me any tears

"He continues to do research  
and to mentor students," wow!  
Guess he'll never learn his lesson  
Isn't he retired now?

Gathered now to laud our Charlie  
Friends and students wish him well  
I can't join the celebration  
From far China's trash hotel

So I've writ these little verses  
Which I offer with regret  
Only blessings, never curses  
Someday he'll retire yet!

**Steve Harrell**

University of Washington  
stevehar@uw.edu

Charlie had an immense impact on me as a scholar, teacher, and person. I am forever grateful for his guidance. I know he has great things planned for retirement, and consider myself fortunate to have been among the last few generations of scholars he mentored. I arrived in grad school in 2001 with no real understanding of what this demography thing was, and certainly no interest in it. I mean – fertility, mortality, migration and urbanization. How boring, right? Then I took Charlie's intro to demography class and I was hooked. Charlie was such a great teacher, he made all of that boring stuff seem interesting. So first, Charlie, thank you for introducing me to the interdisciplinarity of demography, and making it come so alive that I could figure out what all the fuss was about, and figure out how my work was connected. I also thank you for being so kind and funny and humble that even if I had been savvy enough to realize back then that you're kind of a big deal, I would have still been able to enjoy the class.

I was like many grad students, pushing myself to go to conferences even though I was terrified and felt completely out of place. At the PAA in Minneapolis – maybe my second or third year in grad school – I was coming out of the conference hotel, all by myself, trying to act like I was waiting for someone or had some legitimate reason for being there. A shuttle van pulled up, and Charlie practically leaped out of the van, came right up to me, burst out with “Amy! How nice to see you!” and gave me a warm hug. And of course, Jo was close behind, and I got a hug from her, too. So, Charlie and Jo, thank you also for your warmth and your welcome, for supporting your students and making us feel like we were part of a community, and like it mattered that we were there.

About halfway through grad school, I took another class from Charlie. This one was framed as a demographic incubator for data analysis. Each of the students brought our own research project and presented in alternate weeks to update the class on our progress with data, modeling strategies, all of the issues you run into with a quantitative project. Charlie worked on his own project right along with us, pulling back the curtain to demonstrate how even as a senior scholar, he was grappling with the same kinds of data challenges and methodological decisions that we were. I thank you for that amazing experience, Charlie, and for the paper that resulted, which wound up published in AJS (props also to my fantastic co-author, Karen Senedker). I am about to expose a secret about Charlie, though.

Charlie's class was so helpful for my own career, so formative to my own development as a researcher, that when I had the opportunity to develop a new quantitative methods class in my current position at UIC, I thought “How wonderful! I will give that whole incubator class thing a try...” And boy did it seem like a good idea. Until the first day of class. When I had 8 students, all using data that I had zero familiarity with, seeking my guidance. Some of them trying methods that I had no experience in using myself – sure, I'd *read about* them, but that's not exactly the same thing as actually doing the coding, interpreting the output, or figuring out how to write about this maze of tables and numbers. And the students, of course, wanted my help with that. I suddenly had this sinking feeling –what the hell have I gotten myself into? I had signed up to serve as a coach and guide for more than half a dozen research projects that I had little to no expertise in, all at the same time. What on earth was I in for? Charlie's secret is that he's such a great teacher, scholar, and motivator that he can make really tough, dare I say insane, challenges look super easy. And those of us who aren't quite savvy enough to realize what he's up to can be tricked into blithely attempting to do the same things ourselves. I'm pretty sure that no one in my amateur hour version of Charlie's class suffered long-term physical or psychological damage, but HOLY COW, was I scrambling all semester.

Charlie continues to influence my work, and probably both my reasonable and my questionable professional decisions as well. His recent book on the transition to adulthood and decision to go to college is so well articulated, I'm relying on it pretty heavily in the next stage in my work on the transition to adulthood among working class youth.

I could go on and on about how much I've enjoyed being in Charlie's orbit: having him on my dissertation committee, going for lunch or coffee when I'm in Seattle, getting together at conferences. Charlie, on the occasion of your retirement, I thank you for all you've given me, as a mentor, scholar, and friend. You are the best! - Amy

**Amy Kate Bailey**

University of Illinois at Chicago  
akbailey@uic.edu

Charlie,

Well, I hear that you are finally going to retire. With your love for sociology and demography, with your gift of patient mentorship, with your unlimited desire for knowledge and spreading that knowledge, with your unique ability to instill the sociological imagination in others, somehow, I never thought of you ever contemplating retirement.

You have significantly impacted my academic career and more importantly, my life. Much of who I am and what I have accomplished academically, I owe to you. But I am not the only one who can make such a claim. At your 50th wedding anniversary, countless others from southeast Asia conveyed similar thoughts. After all, you did not get the most revered title "The father of Vietnamese sociology" for nothing. How many people have a sociological symposium at a major university in their honor?

The announcement of your retirement stated "(quote) formal (unquote)" retirement. If this means that you may continue to teach or mentor students, then that's great in that future students may continue to benefit from your valuable mentorship. Whichever is the case, I want to wish you and Jo a most happy retirement. Enjoy the new chapter in your life filled with new adventures and unlimited opportunities!

Forever grateful,

**Morrison Wong**

Professor Emeritus of Sociology  
Department of Sociology and Anthropology  
Texas Christian University  
Fort Worth, TX 76129

Professor Charles Hirschman  
Department of Sociology, Box 353340  
University of Washington  
Seattle, WA 98195-3340

Dear Charlie,

It is a pleasure to join those marking your retirement, acknowledging your many contributions to scholarship and the commonweal, and wishing you Godspeed after an exceptionally distinguished and consequential career. Our friend and age mate Don Lauro told me recently he was planning the last quarter of his life. As you begin what will most likely be the last quarter of your life, I wish you only the best: long days of happiness and good health, the pleasure of continuing activities, and the satisfaction of all you have accomplished in the classroom, in the scientific literature, and as mentor, advisor, and friend.

The historian Samuel Eliot Morison urged his colleagues to study both recent events—in Morison's case the Navy in World War II—and those of a more remote time—for Morison, the European discovery of America. The demographic equivalent of which you have been a brilliant practitioner is to research both international population-related issues and domestic concerns. You have made important, path-breaking contributions to our understanding of the demographic history and the continuing importance of population changes in mainland Southeast Asia. You have also published influential work on immigration and assimilation in the United States. A noteworthy feature of your scholarship is its rich public policy implications, offered without ever lessening its analytical rigor.

You have served the demographic profession, the social science community, and the universities where you have worked in a career-long series of volunteer appointments to all sorts of committees, review panels, boards, advisory groups and the like. Your evenhandedness and good judgment made you a priceless resource for such undertakings.

Over the years, I have been especially impressed with your commitment to your students, the energy you devote to ensuring that they are well-trained specialists in their fields and to helping them advance their careers. I have benefited from your investments when working with several of your students.

For all this and more, for being my friend, for years of sound advice and support, for a life as a model citizen of the global community and your country, I wish you the very best.

As ever,

**Peter J Donaldson**

President Emeritus

Tel: +1-703-475-5591

E-mail: [pdonaldson@popcouncil.org](mailto:pdonaldson@popcouncil.org)

November 12, 2018

December 20, 2018

Prof. Charles Hirschman  
Department of Sociology  
University of Washington  
Seattle Washington

Dear Charlie,

Congratulations of a stellar career! It is hard to believe that we have known each other for over 50 years. I remember the day we met as if it was yesterday. Among all the Harvard and Yale grads, what a relief to find another new PhD student from Miami University. While we did not know each other at Miami, it was reassuring to know that our accomplishments at that provincial state school were valued at Wisconsin. Even after 50 years of distinguished scholarship in social demography, you are the same old Charlie. A loyal friend, a dedicated scholar, a humble but assertive professional when it comes to ethics and morals, scholarly standards, and making a difference in society. A role model then; a role model now.

As you no doubt remember, our demography group was part of a huge entering class at Wisconsin in 1967. I am amazed with the career accomplishments amassed by our cohort. We had our share of drop outs, but those of us who stuck it out did phenomenally well. Jim Zuiches, Paul Schollaert, Doug Gurak, Gretchen Condran, Pete Guest, Mary Kritz, Norma Nager, you and me. Full professors at major universities, department chairs, institute directors, deans, and even a provost. Who would have thought that this group of scruffy graduate students who alternated between studying and campus and community politics would contribute so much to research, teaching, graduate student training and academic administration? We gave the faculty a hard time, but it wasn't long before they acknowledged that our cohort was a special group of citizen scholars that they could be proud of.

In graduate school everyone seemed to me to have similar career possibilities. What became clear to me as my career unfolded was that even during grad school you were on track to be our group's most distinguished scholar. In hindsight, it is clear that the faculty knew this at the time, especially persons like Judah Matras. It just took a while for the rest of us in the 1967 demography cohort to realize that you had what it takes to be an academic star.

With all of your accomplishments and honors, you never changed. You are kind and considerate, helpful and generous. You were the busy PAA president, but you had the time to meet with my student Scott Sanders at PAA, and help him obtain the Vietnamese Household Panel Survey for his PhD dissertation. When I was at USDA, you invited me to give seminars at Duke which bolstered my self-confidence, and contributed to my later path into academia at Cornell. You flew all the way from Seattle to Ithaca for Joe Stycos' memorial service, honoring a colleague from 30 years before. You are a five star scholar, and a five star person. Enjoy retirement!

Sincerely,

David

**David L Brown**

Emeritus International Professor of Development Sociology  
Visiting Professor Newcastle University, UK

Dear Colleague and Friend,

Your contributions to social science have been wide and deep and shall extend for generations to follow through your corpus of work and especially via so many cohorts of your rigorously trained students. I have deeply valued your friendship since our days in Madison and admired your professional elan, even from afar these past years. During my tour as SSRC President, your inspired leadership in developing the Council's Immigration projects and program galvanized a prescient cutting edge for the SSRC's revitalization. Most of all, thanks for your generosity as a scholar and mentor to so many. May retirement open new avenues, in vigorous health and fulfillment. David

**David Featherman**

University of Michigan/Social Science Research Council  
feathrmn@umich.edu

Dear Charlie -

Best wishes on this demographic transition! You have been a constant and encouraging part of my UW life since I joined the faculty, so I'm happy to add a few thoughts to your tribute.

You may not remember this, but I hung out for a few months with the Beyond High School study during my first year or so on campus. I was casting around for post-dissertation options, and while I didn't end up focusing on the transition to adulthood, I have fond memories of seeing your team in action. Your appreciation for the contributions of all study team members - from undergrad volunteers through your co-investigators - was a model that I hope I can one day live up to. I've also appreciated your wise counsel on the CSDE executive board and enjoyed working with you on the director search committee this last go-around.

I saw your PAA President's address at dress rehearsal and I believe I saw it live (I have a memory of discussing it with a former student or colleague of yours from Asia in the Presidential Suite at the hotel -- and in the course of chatting he graciously taught me about Asian business card etiquette, a lesson that I've deployed many times since).

I just re-read it. Your review of the political arc of the 20th century politics around immigration gave me hope for our current century. Despite the nationalism of the Know Nothing party and other flare-ups that you note, the 1900s saw many new Americans arrive and make lives here. I hope our current century will yield the same, and I trust that members of your direct academic down-line will help us track and understand it.

Thank you for your thoughtfulness and humanity through and through. Best wishes!

Fondly,

**Jennie Romich**

University of Washington  
romich@uw.edu



I'm incredibly grateful for the mentorship Charlie provided me during my M.A. in International Studies from 2015-2017. I innocently enrolled in his race and ethnicity class in the Fall of 2015, which he graciously let me do late in the second week of classes. I had never taken a sociology class in my life, but those 10 weeks certainly changed my life. I walked away from that first quarter with a new M.A. advisor, a research agenda that excited me, and a newly found passion for sociology. Thanks to Charlie I've become a sociologist and am enjoying my Ph.D. studies. I've also learned how Southeast Asia is a valuable landscape for contributing to the field of sociology. Charlie is an incredible asset to the academic community. He is passionate about complex social issues but also incredibly passionate (and very good at) teaching. I try to carry Charlie's spirit and passion for teaching in my own mentoring and instruction. Charlie certainly made my time at the University of Washington memorable and I also have him to thank for helping me find my love for sociology and bridge that to my interests in Southeast Asia.

**Erin McAuliffe**

University of Michigan  
erinlymc@umich.edu

I have known Charlie since we were both junior faculty at Duke in the early 70's. From the beginning I have admired him immensely, both for his commitment to social justice and for the quality of his scholarship. It is not as easy as it looks to maximize both without one compromising the other. Not only has Charlie managed to do both throughout a long and very productive career, but he has done so while having an enormous impact on the lives of scholars throughout the world. His energy and enthusiasm are, to this day, something that most of the rest of us can only wish we had.

**Richard Campbell**

University of Illinois at Chicago  
dcamp@uic.edu

What a wonderful occasion; just wish I could have been there. Our relationship begins far back in the mists of time, as those between demographers who regularly go to PAA meetings (and even attend many sessions) must. But what I remember most clearly is our visits to Seattle. Charlie encouraged my research on the Gender Revolution (or whatever I was calling it at first), and I enjoyed listening to his/Calvin's discussions of ethnicity. So our relationship was founded on scholarship. But in more recent decades, it's also been social, if it never lost its scholarly chops. Not just in Seattle, but in Jerusalem, Providence, and above all, for a wonderful year in DC, when he and Jo came on sabbatical and we were beginning our transplantation there. We shared a friendship with Bill Butz, then president of the Population Reference Bureau, who gave us all research space, and we all enjoyed going to plays and movies, out to dinner and explorations of our 'new' city. So a very special relationship.

**Fran Goldscheider**

University of Maryland & Brown University  
frances\_goldscheider@brown.edu

I refer to Charlie in my books as I acknowledged his contributions as a distinguished demographer and sociologist...who has shared with me his wisdom and his insights about ethnicity and demography. I added that he challenged me to abandon the idea of a series of lectures I was invited to give at the University of Washington that focused on studying the Jewish future since he suggested that studies of the future must be polemical by their very nature. I presented the lectures and published them and took into account his wise suggestions. He attended all four of the lectures and brought his father along as well. I urge him and others to study the future with minimum polemics.

I was indeed honored by his presence and his support. I wrote in the preface of several books on Israel how Charlie influenced my understanding of comparative ethnicity and shaped my understanding of ethnic assimilation in Israel, the US and Europe. I invited him to a conference I organized at Brown University and he presented a paper on ethnic diversity and change in Southeast Asia which was published in a book I edited on Population ethnicity and Nation Building. His was a wise and important contribution to the comparative studies in that volume.

More importantly over the last number of years we have met regularly at PAA meetings and spend several months together at the Population Reference Bureau in Washington DC. So in addition to the seriousness of his scholarship, we have developed a warm and intense social relationship with Charlie and Jo and their family. Most recently, we stayed with the Hirshmans in Seattle and he spent several hours hosting me and Fran and showing us the city that he loves. It was most memorable. We hope he continues his research as he retires and continues to enjoy family, friends, students and colleagues in good health and with joy.

With great respect and deep friendship,

**Calvin Goldscheider**

Brown University and American University  
Calvin\_Goldscheider@Brown.edu

Charlie is for me, the epitome of the university professor and mentor. So generous with his time for his students, sharing a contagious enthusiasm for research and learning that I believe kept many of us going in our graduate studies. He believed in me when I didn't believe in myself. That is an amazing gift and one I know he gave to so very many of his students. I am so lucky to have studied under him.

**Jennifer Edwards**

U.S. Government  
jenned2@gmail.com

Charlie, thank you for saying yes to being on my committee even in the midst of trying to retire. Your mentorship and guidance was so paramount to my growth as a future researcher as a race, ethnicity, and immigration scholar.

**Adaurennaya C. Onyewuenyi**

The College of New Jersey  
onyewuea@tcnj.edu

I want to thank Charlie for the difference he made in my professional life, his leadership in science, and his unforgettable personality.

I wish Charlie and his family the best in all future adventures!

When I think of Charlie I always remember his contagious laughter, sincerity, scholarly insight, professional wisdom, curiosity, thoughtful responses, and positive disposition. I didn't work directly with Charlie, but the impact he has had on my life is in no doubt.

In terms of background, I was a student in sociology when Charlie was chair of the department (mid 90s). When I graduated in 1996 Charlie was present at a small graduating ceremony held by the department for the first honors class that year - which was led by Julie Brines.

The graduating ceremony was the first time I got to meet Charlie in person and experience his charm. Perhaps more importantly, it was the first time I got to hear his unforgettable laugh—which is both disarming and memorable.

I thought only 'click and clack tappert brothers' (NPR radio) had that kind of laugh!

<https://www.youtube.com/watch?v=12RCEUsLPMQ>

On that first interaction with Charlie I was hooked. Charlie is unforgettable. He even asked me some questions that I think were on his mind regarding his current work Asian Pacific Islanders in the NW. I can't remember the question nor my answer, but I remember being shocked that he would think that I, an undergrad, would have something to say he had not considered.

Although I was being formally mentored by both Julie Brines and Pete Guest, Charlie shared some influential words with me. In hindsight, those words were both empowering and guiding. He said, You know the University of Wisconsin is a great place. Pete and I are both UW graduates <insert contagious laughter here> and currently there is a really interesting scholar who is working there named Alberto Palloni <insert contagious laughter here>. I think you will find both the sociology program and Alberto very interesting. <sincere eye contact here>

This simple laughter-nudge (let's call it 'ludge'), peppered with his unforgettable charm and sincerity, conditioned my thinking. As it turns out, the University of Wisconsin became my destination and Alberto became my formal dissertation advisor. Alberto continues to influence my work to this day.

Many years later I was able to witness Charlie work his magic as a leader at an NIH study section. During a break, Charlie exchanged some words with a respected colleague about something they had just discussed. The two decided that the topic was an area of science that, although not entirely understood by demography/sociology/economics, needed an extra word of support by senior leadership.

When they both returned to their chairs, they worked together in a skilled fashion to convince the entire committee that the idea they were both considering would be a positive gain for the discipline. Through logic and diplomatic leadership, they squashed all doubt and convinced the entire committee that this was a research opportunity worth supporting.

I can only hope that I will positively influence a future social scientist, through thoughtful words and ludges, in my career as Charlie has done to me.

Every now and then I have the privilege of running into Charlie at PAA—and to my continued surprise he always remembers me on sight and usually extends an invitation to chat.

I am both saddened and happy to see Charlie move on. Sad because Charlie represents a style of leadership which is not common and will be genuinely missed. But happy because I am certain he has other adventures awaiting him.

I wish Charlie the best and want to say THANK YOU for being an unforgettable leader and scholar.

Cheers! Mike Spittel

**Michael L. Spittel**

National Institutes of Health  
Michael.Spittel@nih.gov

Over the past 3 decades I have been blessed to have Charles Hirschman as a graduate studies teacher and mentor, as a collaborating colleague, and as a close personal friend. Any that know of the evolution of the social demography domain of American sociology over the last half century can readily speak to Charlie's myriad contributions to the state of theory and knowledge on a range of topics related to fertility, migration, assimilation, educational attainment, and the conceptualization and measurement of racial identity. Any of us that know Charlie more personally can readily speak to his warmth, his love of and care for his former students and colleagues the world over -and the ways in Charlie and Jo Hirschman have continuously, assiduously, and completely blurred the lines between students, friends, colleagues, and family. For my part, among all that I have admired in Charlie and have strived to emulate, what has been most prominent is his commitment to the mentoring of generations of undergraduate and graduate students -not just in sociology but across the social and health sciences. Among Charlie's legacy alums there are (aside from countless sociology professors) teachers, attorneys, physicians, social workers and even a cyber-security administrator I know of (my son Garth). In all there is gifted and possessed the witness and experience of American sociological scholarship at its best.

**Gunnar Almgren**

University of Washington  
mukboy@uw.edu

Hi Charlie. It was a long journey from being a founder of the Concerned Demographers as a graduate student at the University of Wisconsin to retiring as the Boeing International Professor at the University of Washington, but a very productive and distinguished one that contributed abundantly to the stock of knowledge in many fields of demography and sociology. In addition to your scholarly contributions, I've always appreciated your good humor and comradeship in the profession. Best wishes on your retirement. I hope soon to join you in that status.

Warm regards, Doug

**Doug Massey**

Princeton University  
dmassey@princeton.edu

Congratulations Dr. Hirschman on the beginning of a new journey. Thank you for meeting with me several times while I was working on my dissertation within the program of Public Health Genetics. I learned a lot from you, from your lectures, and discussions. I wish you and your family much health and happiness. May this journey be even better than the last one. Many good wishes –Lilda

**Lilda Barata**

Washington University in St. Louis  
barata@uw.edu

I learned of my mutual Fulbright Malaysia connection with Prof Hirschman when I was an MPA student at the Evans School in 2017. After I sent him a friendly message about connecting, he was so kind and generous in sharing with me about his experiences in Malaysia. Lounging with him in his office filled with books, I benefited a lot from his interesting reflections on Malaysian culture, history, and politics. I hope there are many more happy visits to the New Malaysia in his future.

**Blair Daly**

Evans School, University of Washington  
blairdaly10@gmail.com

Charlie and Jo's kindness extends to the family of students. For example, they hosted special high school graduation party at their home for my daughter and another high school graduate visiting from out-of-state whose father was Charlie's student in earlier days. Thank you!

**Maya Magarati**

University of Washington  
magarati@uw.edu

Charlie mentored me (and many others) during a visiting fellowship to the UW when I was completing my PhD. His office door was always open, and together with his wife, he also opened his home to us. I will always appreciate the critical reading of my PhD chapter that I was working on as well as the friendship he offered. I am indebted to him for the time I spent there. Thank you!

**Allison Dunne**

Ipsos  
allison.dunne@ipsos.com

Dear Charlie, Thank you for all that you have done for us as individuals, and especially for bringing us together into such a supportive and helpful network.

Proud to be in that number

**Mark VanLandingham**

Tulane University  
mvanlan@tulane.edu

Thank you for always being so generous with your time and advice -- 20 years and counting! You are truly an inspiration. Congratulations on your retirement.

**Puk Teerawichitchainan**

Singapore Management University & National University of Singapore  
puk2004@gmail.com

Charlie has formed such a wide and important body of research, thinking and wisdom in our field that he is well known for his professional contributions. He has also cared for institutions that build and sustain the field, most especially UW and PAA. And, he has welcomed me and others in, to make us feel welcomed and, eventually, friends. So, as we celebrate Charlie's contributions, it is good that we celebrate a friend who, in his caring about people, leaves marks on us, the research field and institutions we care about.

Three very big, and grateful, cheers for Charlie!!!

**Jacqueline E Darroch**

Guttmacher Institute  
JEDarroch@yahoo.com

All the best Charlie. Demography will be the poorer with less of your leadership and intellectual contributions -- 'less,' because I'm sure they will not end completely.

My best hope is that you will enjoy your retirement as much as I have enjoyed mine.

Warmest regards,

Tom

**Thomas K Burch**

UVic  
tkburch@outlook.com

It was a great pleasure and privilege for me to teach and collaborate with Charlie Hirschman in the 1968/69 academic year when Charlie was a graduate student and I was a visiting professor at the (original) Center for Demography and Ecology at the University of Wisconsin (fifty years ago); and it has been a great pleasure and privilege for me to remain in touch with Charlie through the several stations of his career and personal life course. It is a pleasure and privilege now -- and I thank the organizing committee -- to be able to send from afar greetings and congratulations to Charlie, his family, friends, colleagues, and students on the occasion of his retirement (alongside my regrets that I am unable this time to participate personally in this event).

Blessings and warm wishes to all.

**Judah Matras**

Hebrew University of Jerusalem  
judah@mail.huji.ac.il

Charlie,

Doug and I were very sorry to have missed both your 50th wedding celebration and the Symposium in your honor that your colleagues at the University of Washington and academics from throughout the USA helped you celebrate. We are sure it was a wonderful occasion that made you reflect back on all you have accomplished since we were young graduate students at the UW-Madison. We were all demography learners as well as critics back then but you took initiative on many activities that helped us understand and get through a difficult period in U.S. history. Today we are confronting another difficult political period and I often reflect back on the polarization that also characterized the 1960s and wonder whether today's conflicts will smooth over as those seemed to do. But setting national issues aside, you have many accomplishments to be proud of and have left a legacy that will be remembered by your students and colleagues in the years ahead. We're proud to have been your colleagues in graduate school and to have shared many happy moments with you and Jo in different parts of the USA.

Warm wishes,

Mary and Doug

**Mary M Kritz**

retiree  
mmk5@cornell.edu

When one starts down the path to academia, one wonders what one's colleagues will be like. There is always hope for a colleague who is congenial, ready to offer encouragement, eager to engage with ideas, diverse in interests, and quick with a smile or a sometimes a chuckle. Charlie is that imagined colleague. Those of us who have crossed paths with Charles Hirschman, across our varied interests and career stages, have benefitted much from his broad and insightful scholarly contributions and his professional leadership. And all the while he has managed to remain that wonderful colleague we so dearly value.

Congrats and best wishes,

Mike White

**Michael White**

Brown University  
Michael\_White@brown.edu

Education is the most powerful weapon you can use to change the world. Nelson Mandela

My life is my message. Mahatma Gandhi

**Marta Tienda**

Princeton University  
tienda@princeton.edu

Charlie,

Your contributions as mentor and chair of my dissertation committee were invaluable. Thank you for your warmth, kindness, consideration and perseverance after my life became not only that of graduate student but mother.

You are always in my heart.

Thank you,

**April Greek**

Battelle  
greeka@battelle.org

Slideshow video from Chua family



Follow link for download: <https://csde.washington.edu/chua-yan-piaw-malaysia/>

**Chua Yan Piaw**



Dear Charlie,

I WISH I could be like you! Sometimes it feels like we've traveled similar paths, we both met our soul mates in the Peace Corps in Southeast Asia, we both got married to our soul mates on the same day (but different years), we both spent time in North Carolina, and we both believe in the power of demographic thinking!! However, the similarities end there, since your productivity and capabilities far outpace and outmatch mine. Thank you for your remarkable generosity to me and to all of the scholars that you've worked with in Southeast Asia and around the globe, your investments in important institutions like PAA and CSDE, and your indefatigable loyalty to family, friends, and colleagues. You've paid it forward in great measure and it will take a very large village to match your investments in all of us! We will try and thinking of you will be just the right fuel to keep us inspired.

**Sara Curran**

Director, Center for Studies in Demography & Ecology  
Professor of International Studies, Henry M. Jackson School of International Studies  
Professor of Sociology, Department of Sociology







**CENTER FOR STUDIES IN DEMOGRAPHY & ECOLOGY**  
UNIVERSITY *of* WASHINGTON