

Frederick Weil, Career Narrative
Prepared in 2021

I prepared this narrative for a University requirement, focusing on research, teaching, and service, and it gives an overview of my career up to that date.

Research

My undergraduate studies in the late 1960s and early 1970s laid the basis for much of the research program I have followed throughout my career. I majored in Social Studies at Harvard, an interdisciplinary social science program that allowed me to range freely through the field. The foundational course was a reading of modern social theorists: Hobbes, Smith, Tocqueville, Marx, Durkheim, Freud, Schumpeter – and in later iterations, also Beauvoir and Du Bois. I developed a taste early on for social theory and continue to teach a version of this class. I was also exposed early on to empirical social research, especially survey research. I worked closely with Bill Schneider (later polling director at CNN) as he was developing election exit polling for the New York Times and CBS. My college roommate was EJ Dionne (later of the Washington Post, Brookings, Georgetown, and Harvard), and during the 1972 primaries, Bill would bring back computer printout of the latest exit polls, and ask EJ and me to tell him what was going on. I was also able to spend election night at the New York Times, interpreting exit polls as they came in and sending observations to CBS for live broadcast. EJ and I also took a graduate seminar with Bill on political behavior (comparative historical political sociology), and together, we discussed our interests nonstop.

My first attempt to synthesize my interests was my undergraduate thesis on the class position of clerical workers. Social theorists, historians, and labor activists had long debated the failure of Marx's predictions about the development of the class structure in advanced societies. One important strand of this debate concerned whether lower-level white collar workers were proletarians or not. To investigate this question, I conducted a survey of clerical workers in four cities. Bill Schneider helped guide me, had my paper questionnaire forms key-punched into computer cards, and gave me the SPSS manual and told me to figure it out. I had never taken a methods or statistics class, but I intuited how to create and interpret multivariate tables. My other committee members, Christopher Jencks and Martin Peretz (later owner of the New Republic), also provided guidance. I had never had so much fun and I was hooked on social science.

I wasn't initially sure what I wanted to do after college, and I went to art school for a year at the Chicago Art Institute, but I quickly decided that I wanted to go back to graduate school. I returned to Harvard in 1974 and began studying with Sidney Verba, Seymour Martin Lipset, Theda Skocpol, Juan Linz (at Yale), and others, focusing on comparative historical political sociology. After a couple years, James A. Davis joined the faculty and became my dissertation chair. Jim had recently started the General Social Survey and was exploring methods of analyzing multivariate contingency tables, derived from the then-new log-linear models. Yvonne Bishop and Steven Feinberg, who developed the method, were at Harvard, and I

obtained guidance from them – and I later was able to discuss the methods with Leo Goodman, the other developer, when I was an assistant professor at the University of Chicago. These approaches appealed greatly to me and allowed me to continue using surveys to address macro comparative-historical questions.

I became increasingly interested in questions of democracy, building on Tocqueville's insights, and following Lipset and Verba's use of surveys to address these questions. I felt that Germany was the central test case of the twentieth century. Scholars had already done much research on the collapse of democracy in the Weimar Republic, so I decided to investigate whether and how well democracy could be revived there. Thus, I spent two summers in Germany, learning the language and doing research at the ZUMA survey center in Mannheim, working with Max Kaase, Hans-Dieter Klingemann, and Franz Urban Pappi. I looked for survey data that measured democratic attitudes, but found little in the main academic archives. Then, I happened on a trove of surveys at the Roper archive conducted by the Institut für Demoskopie Allensbach (IfD), beginning two years after the war in 1947. I obtained a set of ten surveys that formed a time series to the early 1970s and then received a year-long fellowship to work at ZUMA. While in Germany, I also began working with Elisabeth Noelle-Neumann, founder/director of the IfD, and obtained funding to conduct my own national survey in Germany in 1979, bringing these time series up to the present. I used log-linear models to analyze the growth and development of support for democracy in Germany, focusing especially on the roles of education, civic engagement, and generational replacement. This became my dissertation and formed the basis for my continuing work.

As I completed my dissertation, I became a Lecturer in Social Studies at Harvard and taught social theory and political and comparative-historical sociology. Upon graduation in 1981, I moved to the University of Chicago as an assistant professor in the Sociology department and continued teaching in the same fields. I published articles on democratic attitudes and antisemitism in Germany and other countries, using log-linear models and focusing on the effects of education and civic engagement, and analyzing age-period-cohort effects (Weil 1980; Weil 1982; Weil 1985; Weil 1987a; Weil 1987b). I also published a theoretical paper on Hobbes as a proto-democratic theorist (Weil 1987c) and drafted an ambitious but unfinished paper on the history and development of antisemitism from ancient to modern times (Weil 1983). These single-authored pieces appeared in the *American Sociological Review*, *Social Forces*, *Theory and Society*, among other journals.

After a couple years at Chicago, I decided to broaden my research on democracy to include other European countries and the United States. I obtained an Alexander von Humboldt Foundation fellowship and a grant from the National Science Foundation and spent the 1984-5 year at the University of Heidelberg as a guest of M. Rainer Lepsius, one of the leading comparative-historical scholars on democracy in Germany. I traveled to twenty survey institutes in six countries (Germany, Italy, Austria, France, Spain, and Britain, plus the U.S.) and collected 30-50,000 photocopied pages of survey results on democracy from 1945 to the mid-1980s. Along the way, I strengthened my connection with Elisabeth Noelle-Neumann and the IfD. Back at Chicago, with a research team, I input the survey findings into a database, analyzed

them, and published a number of further articles in the *American Sociological Review*, several edited volumes, and other outlets, mostly single-authored (Weil 1987a) (Weil 1987b) (Weil 1990), as well as a co-authored article with Tom Smith of the GSS in *Public Opinion Quarterly* about finding and using archival public opinion data (Smith and Weil 1990).

As my appointment at Chicago ended in the late 1980s, I encountered several family setbacks that affected my professional productivity, and I moved to Louisiana State University in Baton Rouge in 1987 as an associate professor, where I have remained up to the present. I continued conducting research on democracy in Europe. After the Berlin Wall fell in 1989, Elisabeth Noelle-Neumann and I conducted the first democracy survey in East and West Germany, funded by the National Science Foundation and the Alexander von Humboldt Foundation. I also obtained a fellowship from the German Marshall Fund and spent the 1990-91 year in Germany. I continued publishing articles, both empirical and theoretical, on democracy and antisemitism (Weil 1991) (Weil 1993a) (Weil 1994a) (Weil 1997b), and also became editor of the research annual, *Research on Democracy and Society* (Weil 1993b) (Weil 1994c) (Weil 1996). I continued to investigate the impact of education, engagement, and age-period-cohort effects on democracy, but I also began investigating the effects of political institutions and the structure of political opposition: the party systems and governing coalitions (Weil 1989). I published a major theoretical article on political culture, political structure, and democracy (Weil 1994b), and I wrote a large analysis of our new East-West German survey (Weil 1993a) (Weil 1997a). However, by this time in the mid-1990s, partly due to my family difficulties, I wanted to stop traveling internationally for research. I began to retool my research efforts toward America, and I decided that the way to study democracy in America was to study community. It took me a number of years to make this transition, and my scholarly output slowed at this time.

While still at Chicago in the 1980s, I had become close to my senior colleagues, James S. Coleman and William Julius Wilson. Jim was developing his theory of social capital, and I had the chance to discuss it with him while it was in development. Likewise, Bill was developing his theory about bonding versus bridging social networks and social isolation affecting lower-income Black urban neighborhoods. These theories dovetailed with each other and, in my view, created a major update and refinement of Tocqueville's theories of community, civic engagement, and democracy. It also seemed to me that they presented a better way to investigate the non-institutional, non-economic determinants of democracy and intergroup relations than had political culture. Political culture theory at this time drew heavily from Durkheimian functionalism, and like many scholars, I had become dissatisfied with this grounding. When Robert Putnam published his 1993 book on social capital and democracy in Italy, I reviewed it in *Contemporary Sociology* (Weil 1994d) and expressed my belief that this was a better grounding for this approach.

In the late 1990s, I sought to apply social capital to various outcomes in America, using geocoded survey responses from the General Social Survey and Sidney Verba's 1991 survey on political participation. However, the surveys did not have the geographical density to aggregate them to predict macro outcomes in sufficient detail. At this time, Bob Putnam launched his

2000 Social Capital Benchmark survey, and I led the effort in Baton Rouge. This survey had many excellent measures of social capital, but also suffered from too little geographical density to aggregate to a meaningful extent. At one of the project gatherings, I had dinner with Robert Sampson, who had recently conducted his Chicago survey and with Felton Earls had developed his parallel concept of collective efficacy. While I was not persuaded that their operationalization of their concept was good, their sample design permitted aggregation to small neighborhood units and pointed the way for an adequate methodology for investigating the effects of survey results on neighborhood-level aggregate outcomes like crime or public health.

For sixteen years, beginning in 2000, I conducted an annual Baton Rouge survey through my undergraduate methods class that included many of the questions from Putnam's social capital survey. The annual sample sizes were around 450, and the Baton Rouge mayor visited our class every year to receive a report. I geocoded the survey responses and over time began to accumulate a sufficiently large sample to aggregate the responses by census tract, but this took some years. Eventually, we had accumulated about 8,000 responses (including a post-Katrina survey described below), and this led to a publication on the fear of crime, a multi-level analysis that included geocoded and aggregated survey data (Barton, Weil, Jackson, and Hickey 2017) as well as a work in progress on the foreclosure crisis of 2007 and a possible analysis of CDC aggregate health statistics. These analyses of aggregate neighborhood-level outcomes were only possible with a very large-N survey like ours in Baton Rouge, geocoded and aggregated to the census tract.

However, the biggest development in my research and community work was prompted by the tragedy of Hurricane Katrina in 2005 which devastated much of the Gulf Coast, especially New Orleans. Since that time, I have fully transitioned to community sociology, receiving three further National Science Foundation grants, conducting three major surveys, including an N=7,000 survey in New Orleans that could be aggregated to the census tract level, doing major ethnographic work including visual sociology with video and photography, publishing in a range of areas, and partnering with many community groups to enact positive change in society. I have found that combining quantitative and qualitative research with community engagement has simultaneously given me unique access to research subjects and at the same time helped me work for improvements in society.

As Hurricane Katrina approached New Orleans, the city's residents evacuated, and the first stop for many people was Baton Rouge, the nearest metropolitan area; and the population of Baton Rouge doubled in size in forty eight hours. I obtained a Rapid NSF grant and conducted 18 months of surveys of Baton Rouge residents to investigate how it affected that city. In a series of publications, we found that residents with stronger social capital were initially more burdened, because they were on the front line of helping, but recovered sooner from the burdens (Weil, Lee, and Shihadeh 2012); and we also examined residents' feelings about the evacuee trailer parks (Lee, Weil, and Shihadeh 2007).

My community engagement assisted my research efforts at this time. I chaired my congregation's hurricane relief committee and also served on the boards of my synagogue and the local Jewish Federation, which, in addition to giving me an opportunity to serve, gave me unique access to the region's interfaith leadership and the ability to interact with many other community groups in the area. Over the next few years, I served on several additional boards (e.g. the Louisiana Interfaith Disaster Recovery Network, LIDRN), partnered and did research for over two hundred community groups (<https://www.lsu.edu/fweil/ParticipatingOrganizations.htm>), helped found & support grassroots mentoring programs (e.g. The Roots of Music after-school music program, <https://therootsofmusic.org/>), and wrote a series of reports for community organizations (Weil 2008a; Weil 2008b; Weil 2008c; Weil 2009b; Weil 2010a; Weil 2010b; Weil 2010c; Weil 2011a; Weil 2012b; Weil 2013). I describe these activities further in the Service section of this report; in the present section I describe how they supported my research efforts.

While this service work helped provide access to communities in New Orleans, the devastation there made it challenging to conduct research there. Eighty percent of the city had flooded, virtually the whole population had evacuated, and people only began to return slowly and unequally across communities. I wanted to investigate the extent to which collective resources (social capital, civic engagement, community organizations) helped recovery, compared to individual resources, and in the face of the damage people sustained. Yet initially, only a small proportion of the population had returned, and it was almost impossible to contact the pre-disaster population systematically (see the methodological discussion in (Weil, Rackin, and Maddox 2018)).

I began to work with selected community and faith organizations to develop and distribute a survey questionnaire to assess disaster recovery (see the methods sections of (Weil 2020; Weil, Rackin, and Maddox 2018)). Partnering with the Jewish Federation of Greater New Orleans, I conducted a large (N=700) survey of the New Orleans Jewish community, and I began working with a number of large churches and high-capacity neighborhood organizations. I began building a sample of New Orleans residents and actually collected 2,500 responses prior to receiving funding. Of course, certain vulnerable populations were underrepresented in the initial phases of data collection, but I was able to obtain another National Science Foundation grant, and our team began collecting survey responses door-to-door among these underrepresented populations. By these and similar methods, we built a sample of 7,000 responses, including samples of the Vietnamese community (translated into the Vietnamese dialect used in this community) and the Social Aid and Pleasure Clubs (lower income Black organizations with a long and important history). This sample was large and representative enough to aggregate to the census tract level and permitted a number of important analyses, described below.

Twelve months after Hurricane Katrina, as I was developing this survey, I was invited to a joint National Science Foundation and RAND mini-conference on disasters and social networks, comprised of NSF research grantees. We published the proceedings of the conference, and I co-authored the theoretical paper (Patterson, Weil, and Patel 2010). At the same time, I

collaborated with a number of local scholars and scholars from the Brookings Institution and published an overview of my initial findings, focusing especially on the role of social capital, civic engagement, and community organizations in recovery (Weil 2011b). This latter article also enabled me to begin to report on ethnographic and organizational work I was doing in New Orleans as an adjunct activity to my quantitative work.

As time went on, this multi-method approach became increasingly important in my research. I was partnering with an increasing number of community organizations and, as noted, this allowed me both to serve in the recovery, and also facilitated access to research subjects. Thus, I conducted 400-500 hours of videotaped in-depth interviews with community leaders and community members, which provided invaluable insights in interpreting my quantitative results, and will make possible on-going qualitative analyses. I collaborated with an umbrella organization of neighborhood associations, the Neighborhoods Partnership Network (NPN), and conducted a survey of about 100 neighborhood association presidents, yielding a crucial survey at the organizational level. We have begun analyzing these organizational data, geocoding and merging them with our resident survey data, demographic data, and damage data, to assess the efficacy of different organizational strategies and structures, net of population-level social capital and material factors (Weil and Rackin 2020; Weil and Rackin 2019). Notably, our analyses support a Tocquevillian hypothesis that the organizational structure of "block captains" – members of neighborhood associations who intermediate between residents and the central organizational leadership – promoted a stronger recovery than did material resources (e.g., grants, staff) or "linking" social capital (e.g., ties to city hall or legislators). The partnerships with NPN and individual neighborhood associations also gave me access to New Orleans City Hall, since NPN was largely absorbed by the city's new Neighborhood Engagement Office, whose annual meetings I have attended since its formation, and access to Mayor LaToya Cantrell, with whom I worked closely early in the recovery when she was a neighborhood leader.

Several other partnerships with community organizations also helped my research efforts and allowed me to contribute to the common good (the latter is described further in the Service section of this report). Thus, I volunteered research assistance with the Jewish Federation of Greater New Orleans (JFGNO), and conducted two further surveys of the New Orleans Jewish community with them. Building on the 2006 post-Katrina survey (N=700) I did for them (Weil 2006), I conducted a further demographic survey (N=800) for them in 2007, in the series of demographic surveys conducted by Jewish Federations in communities around the world. My survey contained a number of innovations, like detailed tracing the migration of community members after Katrina and new methods for estimating community population size. I wrote up the results in a 400-page report for the JFGNO (Weil 2008a). I also did a smaller follow-up survey of disaster recovery in 2010.

I also partnered with Sweet Home New Orleans (SHNO), a nonprofit organization that assisted the "cultural community" of mostly lower income Black musicians, social aid and pleasure clubs (SAPCs), and Mardi Gras Indians after Hurricane Katrina. I analyzed the data SHNO collected upon intake of community members (N = ca. 3,000) and conducted analyses for SHNO's five

annual reports, which allowed them to raise further funds to assist the community (Weil 2008c; Weil 2009b; Weil 2010c; Weil 2012b; Weil 2013). I demonstrated community members' needs (e.g., mean family income was ca. \$20,000), produced graphics showing their detailed geographical migrations, and highlighted the importance of their social solidarity and community leadership, both to themselves and to the larger community (see also (Weil 2011b)). I was also able to network through SHNO to meet influential SAPC members and musicians; I was able to assist them and also learn from them, which also helped my research. Thus, I partnered with Derrick Tabb of the Grammy-winning Rebirth Brass Band to found the important after-school music program, the Roots of Music, and I was basically adopted by the Ole and Nu Style Fellas Social Aid and Pleasure Club in the Treme neighborhood. These affiliations, among others, enabled me to learn about grassroots mentoring of at-risk youth, which in turn, opened up for me a new area of community partnership and assistance and a new area of qualitative social research, which I describe further below.

I also partnered with several other organizations. I conducted surveys and produced reports for two young leadership organizations in New Orleans: a 2008 Survey of the Nola YURPs ("Young Urban Rebuilding Professionals") (Weil 2008b), and a 2010 Survey of 504ward members (also young professionals) (Weil 2010a). These surveys and reports found that many young middle class people who moved to New Orleans after Hurricane Katrina were initially idealistic rebuilders, and later, just as likely to be young professionals.

I also partnered with PolicyLink and LouisianaREBUILDS.info to conduct a survey of New Orleans homeowners about contractor fraud and produced a report (Weil 2009a) (Rose, Clark, and Duval-Diop 2008). The survey showed the frequency of the heartbreaking experience of too many homeowners who finally collected insurance payments or government assistance, only to lose the money to contractor fraud by "tradesmen" who arrived, often from out of town, promised to do the work, demanded a down payment, and then absconded with the money.

Finally, I partnered with Allison Plyer and others at the Greater New Orleans Community Data Center (GNOCDC, now The Data Center, <https://www.datacenterresearch.org/>). The GNOCDC and the Brookings Institution produced a series of reports on New Orleans recovery from Hurricane Katrina, culminating in an edited volume published by Brookings, for which I wrote a chapter on civic engagement, community organizations, and recovery (Weil 2011b). Allison Plyer and I also conducted research on blight reduction after Hurricane Katrina, using my own large resident survey, geocoded and merged with occupancy data from the US Postal Service. In a paper delivered at the annual meetings of the American Political Science Association, I showed that social capital and civic engagement helped reduce blight, net of damage and demographic characteristics (Weil 2012a).

My post-Katrina research and community engagement has been featured in the press, with prominent articles published in *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *The Los Angeles Times*, *USA Today*, *The New Orleans Times Picayune*, *The Baton Rouge Advocate*, *The International Business Times*, NPR, MSNBC, *Offbeat*, and *Gambit*. See <https://www.lsu.edu/fweil/KatrinaResearch.html> for a more detailed list.

I should reiterate that all my engagement with community organizations are pro bono volunteer efforts and I never ask for nor receive payment. My only self-interested benefit was indirect: access to research subjects that aided my scholarly efforts.

These partnerships greatly enhanced my scholarly output. While I had been doing community sociology, I had to retool my background in the literature and read widely in the subfields of disaster research, criminology, community psychology, public health, gentrification, race and poverty, geospatial analysis (teaching myself to use ArcGIS and Geoda along the way), urban sociology, civic engagement, and other subfields. With my new datasets, I now collaborated with a series of colleagues and wrote and published papers in a number of areas. Most of the quantitative papers used either my large New Orleans (N=7,000) or Baton Rouge (N=8,000) surveys, geocoded and aggregated to the census tract level, with controls for spatial auto-correlation, so that scales of collective resources from the survey could be used to predict aggregate outcomes. This is a methodology that is growing in importance in the social sciences, but the dense neighborhood survey data needed to perform such analyses remain very rare and depend on surveys like mine. Some of my recent analyses, publications, and papers include:

- In an article with Heather Rackin and David Maddox published in the top disasters journal, *Natural Hazards* (Weil, Rackin, and Maddox 2018), we presented some of the first solid evidence that collective resources (social capital, civic engagement, community organizations) help promote disaster recovery (measured as repopulation), net of individual resources like money, education, or demographic advantages, and damage.
- In three quantitative analysis of crime in New Orleans, published singly or with Michael Barton, Heather Rackin, Matthew Valasik, and David Maddox (Barton, Weil, Valasik, Rackin, and Coto 2020; Weil 2020; Weil, Barton, Rackin, Valasik, and Maddox 2019), we presented some of the first solid empirical evidence – responding to considerable speculation in the literature – that collective resources are associated with lower rates of violent and non-violent crime, and that collective resources are associated with lower, rather than higher, crime rates after a disaster. In particular, bridging social networks are associated with lower crime rates, while bonding social networks are associated with higher crime rates, consistent with some of William Julius Wilson's propositions.
- An ethnographic analysis of crime in one New Orleans neighborhood, published with Kevin Brown in the highly-rated *Journal of Contemporary Ethnography* (Brown and Weil 2020), replicated most of the central findings of my three recent quantitative articles on crime. This is an uncommonly strong outcome, to find the same results across widely divergent quantitative and ethnographic methods.
- A paper with Hyojung Kim, Heather Rackin, and David Maddox about job loss after Hurricane Katrina (Weil, Kim, Rackin, and Maddox 2021). Our analysis shows that collective resources helped people obtain more favorable employment outcomes.

- A paper with Michael Barton, and Connor Burruss on foreclosures in Baton Rouge during the housing bubble after 2007 (Weil, Barton, and Burruss 2019). Our analysis shows that collective resources helped homeowners avoid foreclosures.
- A paper with Rhiannon Kroeger on race and cardiovascular risk in New Orleans (Weil and Kroeger 2021). Our analyses address longstanding debates about the effect of social capital on health outcomes. Scholars have long proposed that there should be such effects, but found them only inconsistently. The literature also finds that when such effects exist, they are stronger for White than Black Americans. However, historical research suggests that there should be benefits of social capital for Blacks because, due to their historical exclusion from mainstream (White) healthcare, they had to develop parallel institutions and community social support. Our analysis shows, almost uniquely in the literature, that while social capital has little effect for White cardiovascular health outcomes when controlling for demographic factors, social capital has large, beneficial effects for Blacks. Indeed, while Blacks have overall worse health outcomes than Whites, as most of the literature finds, Blacks reach the same beneficial outcomes as Whites if they score high on social capital measures. We believe this is a significant finding that also has important policy and community organizational implications.
- A paper with Michael Barton and Nicholas Van De Voorde on the relationship of gentrification with health, taking collective resources into account (Barton, Weil, and Van De Voorde 2021). Our draft, which will be submitted to *Housing Policy Debate*, shows the importance of collective resources in intervening between gentrification and health outcomes.
- A paper with Edward Shihadeh and Timothy Reling (Weil, Edward, and Timothy 2019) on the incursion of short-term rental units (STRs), especially Airbnbs, into New Orleans neighborhoods, from their emergence around 2015 till their pause due to the Covid pandemic around 2020. In a paper we presented at the 2019 Annual Meetings of the American Sociological Association in New York, we showed that collective resources slowed the incursion of Airbnbs into neighborhoods, especially those with owners renting one unit, perhaps due to their responsiveness to the views of their neighbors, in contrast to owners of multiple units.
- Research with Heather Rackin (Weil and Rackin 2020; Weil and Rackin 2019) presented at the 2019 Researchers Meeting of the Natural Hazards Workshop and the 2020 Annual Meetings of the American Sociological Association analyzing impact of the strategies and structures of neighborhood associations on recovery from Hurricane Katrina in New Orleans. As described earlier, these analyses are based on my survey of 100 neighborhood association presidents, my large (N=7,000) resident survey, both geocoded and aggregated to neighborhood units and merged with publicly available demographic data. Our analysis gives rare empirical support to much hypothesized Tocquevillian community effects, and were only possible with my data collection, and in turn, on my community engagement.

Besides this work which has been completed or is in advanced stages of completion, there are two sizable areas of research I still mean to do with the qualitative data I collected, described

above. First, I conducted about 400-500 hours of videotaped interviews with community leaders and community members about strategies for recovery from Hurricane Katrina. These have all been transcribed, and at about 20 pages per hour of videotape, there are many thousands of pages of transcript on which I want to conduct qualitative analysis. Such an analysis should provide great insights into organizational and community efforts to recover from a major disaster.

Second, building on the community work I engaged in with the cultural community in New Orleans – especially with Derrick Tabb at the Roots of Music and Sue Press with the Ole and Nu Style Fellas Social Aid and Pleasure Club – I began to develop a research agenda on grassroots mentoring of at-risk youth. I learned an enormous amount from Derrick and Sue and began looking for further instances of grassroots mentoring. Building on my own network connections, I conducted dozens of hours of videotaped interviews with over twenty grassroots mentors in New Orleans, Baton Rouge, and the West Side of Chicago. These interviews have also been transcribed and also constitute thousands of pages of qualitative ethnographic data. I have tried a couple times to find collaborators to work with me on this project and have had some success, but not yet a sustained effort to analyze these particular materials. Thus, I chaired our student, Dari Green's dissertation. She wrote about a recent revival of the 1964 Freedom Schools in Baton Rouge and analyzed the grassroots mentoring taking place there. It was an excellent dissertation, and it may prove possible to combine her work and mine for future analyses, but we have not done so yet. Also, I am the advisor to an outstanding new graduate student, Samantha Ramey, who has also done grassroots mentoring in New Orleans. I have introduced her to Derrick and Sue, and she plans to develop programming with them. I hope we can build on this activity for (a) her own master's thesis and dissertation and (b) joint publications between us.

I have also developed another project that grows out of this qualitative ethnographic research. As Katrina recovery started to become less intense about ten years after the storm, I felt I had less need to conduct intensive interviews with community leaders about recovery. However, I began to miss visiting and learning about the New Orleans neighborhoods. I also had long missed making artwork. My grown daughter is a successful freelance photographer in Germany, and I thought I might be able to take up photography and satisfy several wishes at once: to keep talking with neighborhood residents, to do some of my own artwork, and to talk shop with my daughter about photography!

Thus, I began a new project I call New Orleans neighborhood portraits. I use my social networks to locate neighborhood residents who will host a visit and, with a team of students, we visit a neighborhood, videotape in-depth interviews about what is happening in the neighborhoods, and photograph neighborhood residents and the natural and built environments. We made about thirty neighborhood visits from 2016 to 2019, each for 2-4 hours, and had to pause our work because of the Covid pandemic, but hope to resume work when it becomes safe again. We have heard residents describe a large number of themes, including the local culture and festivals, neighborhood change and continuity, gentrification,

the incursion of short-term rentals and Airbnbs, crime, community engagement and social support, organizational development, faith-based engagement, and many other themes.

We have had all our videotaped interviews transcribed and again have many thousands of pages of transcripts. I feel my photography is good and is constantly improving. I have made a webpage, <http://www.rickweil.com/NolaNBHs/>, with links to twenty neighborhood visits, all with photographs and many with edited interview transcripts (the others are in preparation). My goal is to build up this web presentation and eventually, to make a coffee-table book of photographs and interviews, interspersed with social analysis. (If the book and photos should earn any money, I plan to donate it all to community nonprofits, especially to grassroots mentoring organizations.) I feel I can make a good contribution with this project to community sociology and visual/photographic sociology. In particular, I hope that I can combine high quality photographic artwork with high quality social analysis, and produce a book that people who love the city can enjoy and be informed by.

In the spring of 2020, the Coronavirus pandemic emerged, and New Orleans was one of the first hotspots. I did what I have done many times before. I immediately began a survey, this time, qualitative in-depth student interviews with local residents, combined with my own interviews of local community leaders. (See the project webpage: <https://fweil.com/Coronavirus/>.) After we had done a few months of data collection, I again obtained a research grant from the National Science Foundation, and was able to build a research team and hire more students to conduct interviews. I decided we should do qualitative interviews because major survey organizations would be conducting quantitative surveys, and there would be little point in our trying to duplicate those efforts. Still, I wanted to conduct large numbers of qualitative interviews and analyze them with qualitative analytical methods, while also placing them in the context of quantitative findings and news reports about institutional and policy developments.

At present writing, about twelve months after receiving the NSF grant, we have about 350 high-quality in-depth hour-long qualitative interviews with a demographically diverse sample of community members, plus a couple dozen interviews with community, nonprofit, and government leaders in New Orleans. We are continuing to conduct these interviews. We have transcribed most of the completed interviews and will continue to transcribe the new interviews that come in. We have also begun to analyze the interviews, finding themes and preparing to input the transcripts into NVivo, the qualitative data analysis software. Notably, we have also assembled a team of five African American students – one PhD student and four sociology undergraduates – to review transcripts of Black interviewees, finding themes important for the Black community which they are well placed to identify. This pandemic has created major healthcare inequities along racial/ethnic lines, as well as by class, age, and gender, and we want to identify important themes among segments of the general population we are interviewing.

At the same time, the interviews with New Orleans leaders is producing several potentially interesting themes. For instance, there is a tradition in disaster research of identifying "emergent" organizations that respond to recovery needs. In New Orleans, there is a stratum

of earlier emergent organizations that were founded after Hurricane Katrina and have become meso-level organizations between established or institutionalized and newly emergent organizations. They are currently doing an excellent job of providing resources to the communities, but they have become critical of both the larger institutional and the new start-up organizations. Moreover, this meso sector has been partnering with hyperlocal community actors, drawing resources in from major high-level government or nonprofit sectors, and passing them on to community actors for fine-grained distribution, in a process I've begun calling "from the firehose to the capillaries." These patterns are likely to have important implications for our understanding of disaster response.

Our team already has one paper accepted at the Researchers Meeting of the 2021 Natural Hazards Research and Applications Workshop in Broomfield, CO (Weil, Garretson, Fan, and Qi 2021). My co-authors are two graduate students and an undergraduate student. I project that future papers from this project will include further graduate and undergraduate students. About a half dozen students have already come forward and asked to work on this project on a non-paid basis; we have hired eighty or more undergraduates to do interviewing, transcriptions, and coding; and many dozens more undergraduates have conducted interviews for extra credit in their sociology classes. I feel that the project is running smoothly and promises to produce further important results.

Thus, I see great continuities in the research I have done since my student years, and I am in the midst of one of the most productive phases of my career. While I have shifted from cross-national to community research, I continue to focus on a Tocquevillian concept of democratic community engagement and collaboration. I am guided by social theory, and I employ both quantitative and ethnographic methods, combine research with artwork (photographic visual sociology), and pursue a synergy of community engagement and research, each of which informs and assists the other. I feel it is possible and very important to both understand and repair the world as well as we can, and as they say, to both give back and pay forward the gifts we have received.

Teaching

Like my research, much of my teaching has its roots in my undergraduate and graduate education. As an undergraduate and graduate student at Harvard, I took many classes on social theory, political sociology and democracy, community sociology, history, art and culture, and courses on other countries and cultures. I did not take classes on statistics or research methods until I was a graduate student. I also began teaching in these fields as a graduate student and also as a Lecturer in Social Studies at Harvard while I completed my dissertation.

The introductory class on social theory at Harvard was foundational for me. We read extensively in Hobbes, Smith, Tocqueville, Marx, Durkheim, Freud, and Schumpeter. It was said that emigres from Nazi Germany like Hannah Arendt brought this class to the University of Chicago, from which it spread to Harvard and other schools. We had lectures and small seminar-sized sections in which we discussed the works intensively. I took many further classes reading these and other theorists, and taught in this class as a graduate student and Lecturer. I continued teaching this class as an assistant professor at the University of Chicago, and continued at LSU. I teach both undergraduate versions and graduate seminars. And while I have adapted my presentation of the material, according to whether I am teaching at a selective private school or a large public university, I have taught the same content throughout. In my undergraduate lecture classes, I have also included a few other theorists like Spencer, Simmel, and Mead; and in recent iterations of the classes, I include Beauvoir and Du Bois.

My approach to this social theory is to treat it, not as a set of abstract principles, but as the theorists' attempts to understand and explain the emerging society they lived in, and to develop conceptual tools for doing so. Thus, I have tried to treat it as theorists' attempt to grapple with the emergence of the "modern" world in Western societies: the emergence of capitalism and industrial production, and growing social and geographical mobility; the construction of the nation state and eventually, democracy, citizenship, and populist dictatorship; the end of a single church and the emergence of competing denominations, and the emergence of religious and political toleration and the spread of secular culture. The historical period in question is roughly from the American and French Revolutions to World War I, but it extends back into the seventeenth century and forward to the post World War II period in the twentieth century. I do not try to take up questions of post-modernism, relativism, or conquest and liberation of non-Western societies, or the spread of "modernism" to non-Western societies – these would be more than I could manage in a single class – but I am adding to the class questions of ethnic, racial, and religious minorities, as well as gender roles, and their place in modern societies. I try to show that, inasmuch as we are still living in a broadly "modern" society, these theorists provide a foundational interpretation of our world, and current issues remain in that historical stream. Thus, I present the material as simultaneously macro comparative-historical and also an account of our present society that can be applied to empirical research and can also continue to be developed as theory.

As a graduate student, I also began to develop classes on comparative-historical political sociology, and I later extended these themes to community sociology. The first empirical class I

taught as a graduate student was an extension of the political behavior classes I took with Bill Schneider and Sidney Verba. I focused especially on the political alignment of social classes and the development of party systems that appealed to them. As I became increasingly focused on questions of democracy, I broadened the scope of these classes to include that theme, and later developed classes directly focused on democracy, including breakdowns and transitions to democracy. As a faculty member at the University of Chicago and then LSU, I taught the democracy class mainly as a graduate seminar that reviewed the burgeoning literature of the 1980s and 1990s. This was a time of great hope for democracy around the world, and we reviewed many of the themes and issues that were being discussed.

Also beginning as faculty at the University of Chicago, and continuing to my time at LSU, I taught a seminar on comparative historical sociology. This was an innovative class that combined social theory with historical sociology. We reviewed major theoretical approaches: the class analysis of Marx, the state-centered analysis of Weber, Tocqueville's theory of civic engagement and democracy, and the functionalism of Parsons. Then we examined three major historical developments, each one from each of the theoretical perspectives: the emergence of the proletariat in the industrial revolution in England, the rise of Nazism and collapse of democracy in Germany, and racial/ethnic inequality in America. I later developed an undergraduate version of this class, but only taught it a few times because I thought it was too challenging for students without much background in history.

I also taught a general class on political sociology. Again, I first developed a graduate seminar in which we could review the huge literature in the field, but I eventually moved the emphasis more to the undergraduate level. I began to teach the class during American election seasons, that is, during fall semesters of even-numbered years. This proved to be a good way to cover most of the themes I had been addressing in my other classes in this area. We begin the class with a review of different social theories and then move to questions of state creation, including the growth of centralized nation states and the growth of democracy; political alignment and social structure; ideology and values; party systems and voting; state and economy, including the welfare state, capitalism and democracy, and neo-corporatism; political participation; legitimation and alienation; and protest and revolution. We conclude with an examination of three case studies I carry over from my classes on comparative historical sociology: industrialism and working-class politics in Britain; the rise of Nazism in Germany; and party realignment in America. This class has been very timely, as politics continues to develop, and the class has been especially attractive during recent years, as students have sought to understand right-wing populism throughout the world and in the United States.

While the graduate seminars I have described so far are mainly reviews of the literature, or close readings of social theory, I also made room for students to write papers on topics of their interest. And notable, I offered to make data from my surveys and data collection available, and some students were able to perform secondary data analyses on them.

After I had been at LSU for some years, I was asked to teach an undergraduate methods class. I agreed and decided I would focus on learning by doing. I thought perhaps we could do a class

survey of Baton Rouge and invite the mayor to come to class to receive student reports. Many people thought such a class would not be possible, but I thought it could be done. In particular, I posted a question onto AAPOR-NET, the listserve of the American Association for Public Opinion Research, the professional association of academic, journalistic, and commercial pollsters. I received about twenty replies, and all but two of them warned me not to try this. But the two confirmed my hunch that it could be done; it just had to be well organized. I have taught this class now for over twenty years, and it has worked very well, though I have had to change it in recent years, due to declining response rates in telephone polling. Thus, from about 2000-2016, we began the class by teaching the students how to analyze the GSS survey data with the SPSS statistical package. At the same time, the students chose themes for our own survey that year, searched archives for good questions and wrote new ones if they chose. Midway through the semester, the students began interviewing Baton Rouge residents by telephone with random-digit dialing. We generally collected a representative sample of about 400-450 responses from the general public. The students then analyzed the results and wrote final reports. In the last week of the class, the Baton Rouge mayor visited our class, and the students presented reports on themes they selected, and the mayor discussed the results with them. Over sixteen straight years, three Baton Rouge mayors visited the class, and the students (and the mayors) loved it. Along the way, during the class, I delivered lectures on different sociological methods, but I tried to keep book and lecture learning to a minimum, feeling they would learn most by doing. In 2016, the last of our visiting mayors left office due to term limits – and during his last class visit, the mayor made me honorary mayor for the day! At the same time, the students had become frustrated by drastically declining response rates to telephone polling. Thus, I ended our Baton Rouge poll, and gave the students a choice of analyzing the GSS or conducting qualitative research analyzing their own photos. By this time, my own photo project was well under way, and some of the students wanted to come with me on my neighborhood visits, which I welcomed. Finally, at two crisis points – following Hurricane Katrina in 2005, and with the emergence of the Covid pandemic in 2020 – I offered students the opportunity to conduct interviews in the surveys I was doing at those times and write their final reports on those topics, and many of the students chose to do so. Throughout, I have felt that sociology methods classes have the danger of being dry and boring if the students are not able to conduct their own research. Thus, I have taken the approach that they will learn most and enjoy it most if they learn by doing; and I think this has worked well.

Finally, ten years after Hurricane Katrina, as I had been deeply involved in conducting community research and engagement, I developed a graduate seminar on Community Sociology. I designed this class to be a combination of literature review, learning research methods, and an opportunity for students to conduct their own project. Thus, we examine how to combine quantitative, ethnographic, organizational, geo-spatial, content analytical, photographic, video, comparative historical, multi-level, & other methods in community research – including issues in data collection (incl survey sampling) – to derive a fuller picture. I walk students through the steps I have taken in my New Orleans research, and I make these materials available, with limitations, for student projects. The students propose and conduct a research project of their own. Their project can be based on data analysis (quantitative or qualitative), and/or on a literature review. The students can choose to use some of my data or

develop a project based on their own interests and, if available, their own data. The seminar proceeds on three tracks: (1) a literature review of the sociology of community, social capital, civic engagement, and associated research methodologies; (2) presentations by me of the development of a large research project on community recovery in New Orleans after Hurricane Katrina; and (3) the development and presentation of student projects. As time has passed since Hurricane Katrina, I have offered other branches of my research as examples of community sociology, and within limits, some of the data I have collected. These themes include grassroots mentoring, my photographic neighborhood portraits project, and next time I teach the class, my Covid interviews. The student projects have often been innovative, and a number of them have been developed into dissertations and publications. This class, too, emphasizes learning by doing, and we develop an excellent team feeling over the course of the semester. A number of the students have also gone on to work more closely with me, either in the field in my own research, or asking me to advise their own research.

Advising, mentoring, and supervising students is very important to me. I have chaired and served on many thesis and dissertation committees and other milestones of university education and training. I try to facilitate students' own selection of themes and topics, without pressuring them to accept my own views. Yet, whatever approach the student takes, I try to play devils advocate and encourage them to sharpen and strengthen their analysis against potential criticisms from other perspectives. I think this approach has generally led to better results. At the same time, I try to be supportive of student efforts. Students can be in a very vulnerable position as they develop their ideas, and I try to build up their self-confidence and support them when they have self-doubts.

I also include students in my research. I have hired hundreds of undergraduates to do interviewing in my post-Katrina and Covid research projects. Because the Covid interviews are qualitative, I have also hired a number of undergraduates to help identify themes in the interviews, supervised by myself and our team of graduate students. At present, we have a team of Black undergraduate and graduate students finding themes among the Black interviewees, and we meet weekly and discuss our findings. During the post-Katrina research and the photographic neighborhood portraits work, I encourage undergraduate and graduate students to join us on neighborhood visits, and the students have the opportunity to do field interviewing as well. Many international students have used this fieldwork as a way to develop a deeper understanding of American society. Likewise, undergraduate and graduate students have helped me with my work on grassroots mentoring; and because some of the students come from disadvantaged communities and have been involved in grassroots mentoring all their lives, they can often be leaders in our site visits.

Mentoring first-generation students, who generally come from disadvantaged backgrounds, is very important to me. I have often served as an advisor to students in the Ronald McNair Scholars Program, which pairs first generation and minority students with faculty advisors who are engaged in interesting research projects. This approach also extends to my mentoring of graduate students. I have advised and mentored many minority, women, LGBTQ, and international students. And in many cases, I have gotten to know their families well and visited

them at home. Just as my work on grassroots mentoring is important to me as a way to support opportunities for children, my mentoring of first-generation and disadvantaged undergraduate and graduate students is important to me as a way to support opportunities for young adults preparing to enter professional life.

Service

Service is very important to me, and I perform it in my professional activities and in the community.

I regard professional service as one of the components of our jobs and as necessary to keep our profession operating properly. I have always served on a range of committees in my department and in my university. I have chaired faculty search committees, been director of undergraduate studies, served in the faculty senate, served on graduate studies committees and on graduate admissions committees, served as dean's representative on thesis or dissertation committees in other departments, among a range of similar activities at the university. I currently serve as a founding member, and one of two faculty representatives, on our department's new Diversity, Equity, and Inclusion (DEI) committee, alongside department students and staff. I serve on the board of the department's Crime and Policy Evaluation Research (CAPER) group board, and as an affiliate of the university's Disaster Science and Management (DSM) Program and International Studies Program.

In the discipline outside the university, I have long been a member of a number of professional associations: the American Sociological Association, the American Political Science Association, the American Association for Public Opinion Research, the World Association for Public Opinion Research, the Southern Sociological Society, the Council for European Studies, and the Alexander von Humboldt Association of America. And I have served as a referee or reviewer for a range of journals and foundations, including: the American Journal of Sociology, the American Political Science Review, the American Sociological Review, Comparative Political Studies, Comparative Politics, Contemporary Sociology, Ethnic and Racial Studies, the German Marshall Fund (fellowship applications), the International Journal of Disaster Risk Reduction, the International Journal of Emergency Management, the Journal for the Scientific Study of Religion, the Journal of Political and Military Sociology, the Journal of Politics, the Journal of Conflict Resolution, the MacArthur Foundation (the "genius awards:" referee and nominator), the National Science Foundation (grant proposals), the Natural Hazards Review, the Political Research Quarterly, the Political Science Quarterly, Polity, Public Administration Review, Public Opinion Quarterly, Qualitative Sociology, Research in Political Sociology (Annual), Rural Sociology, Social Forces, Social Problems, Social Science Research, Sociological Forum, Sociological Spectrum, and Youth & Society.

I am also active within the academic disciplines. Within the American Sociological Association, I am a member of several sections: Community and Urban Sociology, Comparative-Historical Sociology, and Political Sociology. Within Political Sociology, I created a collection of course syllabi and a bibliography for the field. And within the American Political Science Association, I am a member of these sections: Political Organizations and Parties, Urban Politics, Comparative Politics, and European Politics & Society. For many years, I have attended the annual meetings of the associations I belong to, presented papers, and chaired panels.

While I find it important to provide service within my profession, I feel that service in the wider community is more important. I went into social science, certainly because of intellectual curiosity, but my main purpose was Tikkun Olam, repairing the world, to help strengthen community and democracy, reduce discrimination, and support opportunity for disadvantaged people. I feel that we in the academy are highly privileged, and while we must maintain our ability to function well, our real purpose is to give back to the world, especially to those who are less privileged than we are. I come from a family that for many generations has believed in service, and this is very central to my view of our purpose in life. I have long been active in community service in a number of fields, and I describe a few main areas here. I should also note that all my work is pro bono, and I never charge for my services, which often entail my professional expertise.

I have worked within the Jewish community for many years on questions of communal life, intergroup relations, antisemitism, disaster recovery, and other issues. In the mid 1980s, I participated in small, high level groups with the American Jewish Committee and the Anti-Defamation League in New York to develop research and action strategies to understand and combat antisemitism. We were planning a major new survey, but a funder withdrew, and we had to put off the project. In the early and mid-1990s, I chaired the Community Relations Committee of the Jewish Federation of Baton Rouge and was a member of our Working Group on African-American and Jews. Then, in the mid-2000s, I served on the executive boards of my synagogue, B'nai Israel, and the Jewish Federation of Greater Baton Rouge, later serving as secretary of the latter. When Hurricane Katrina hit, I chaired our synagogue's Hurricane Relief Committee and served on an ad-hoc interfaith group of faith leaders, and later, on the board of the Louisiana Interfaith Disaster Recovery Network, LIDRN. B'nai's committee provided many forms of assistance. The best things we did were to establish a café in Renaissance Village, the massive FEMA trailer park in Baton Rouge for evacuees, providing 600 servings of coffee per day, as well as providing a welcoming gathering place in an otherwise bleak setting. We also sponsored a day of celebration, with jambalaya, snow balls, and a brass band. We were later told it was the best day the residents had in their 2-year stay. We also helped found and support the Roots of Music after school music program for middle school students in New Orleans, which I describe further below. As noted in the Research section of this report, above, I also conducted three surveys for the Jewish Federation of Greater New Orleans and prepared reports and presentations to the community. These surveys helped the JFGNO provide assistance to the community in the wake of Hurricane Katrina.

I advised young leadership groups in Baton Rouge and New Orleans. In 2000-02, I advised Forum 35 and the Baton Rouge Area Foundation in their sponsorship of the local portion of Bob Putnam's Social Capital Community Benchmark Survey. Then, in the years of recovery from Hurricane Katrina, I conducted surveys and advised the Nola YURP ("Young Urban Rebuilding Professionals") and 504ward organizations that supported young professionals.

After Hurricane Katrina, I partnered with a large number of nonprofits, neighborhood associations, and faith groups to assist in recovery, as described more fully above in the Research section of this report. My activities often involved conducting needs assessment

surveys and analyzing membership data. I worked with the Neighborhoods Partnership Network and conducted a survey of neighborhood association presidents with them; I worked with Sweet Home New Orleans, which helped the cultural community of musicians, social aid and pleasure clubs, and Mardi Gras Indians; I worked with PolicyLink on a survey to assess contractor fraud; and I worked with over two hundred community groups, including the New Orleans Vietnamese community.

Out of my work with the Jewish community and Sweet Home New Orleans, I began to partner with emerging organizations that were conducting grassroots mentoring of at-risk youth. As noted above in the Research section of this report, I partnered with Derrick Tabb of the Grammy-winning Rebirth Brass Band to found the after-school music program, the Roots of Music, and was first board secretary. Roots has grown to become one of the most important mentoring organizations in New Orleans, and indeed, in America. It caught the attention of President Barak and Michelle Obama, who regularly cite it as a model of what their Brothers Keeper Initiative should look like. I continue to partner with and support Roots, now fourteen years on, and have brought them together with many nonprofits, funders, and grant writers who can advise and support them. I was basically adopted by Sue Press, president of the Ole and Nu Style Fellas Social Aid and Pleasure Club in the Treme neighborhood. I have worked extensively with Sue on her mentoring projects, and at her request, I have become the informal club photographer for her annual second line parades and formal balls. Recently, I brought one of my best graduate students together with her, Samantha Ramey. Samantha's mother is a community activist in New Orleans, and together, they are working to secure space in the Sacred Heart Catholic Church in the Seventh Ward, where the Rameys are leading members, to build up a larger mentoring program. I also help Sue with her annual winter coat drive, back-to-school backpack drive, voter registration, and other community activities. Working with Derrick and Sue alerted me to a form of grass roots mentoring that I had not known much about, and I have extended some of my work, and research, to other mentoring efforts in New Orleans, Baton Rouge, and the West Side of Chicago.

I have long participated in neighborhood organizations and for almost ten years have been vice president of my neighborhood's civic association. And as noted above, I conducted surveys of Baton Rouge residents for sixteen years, and presented reports to the Baton Rouge mayor.

Roughly ten years ago, my college classmates created a service organization, ClassACT (Achieving Change Together) Harvard Radcliffe class of '73, <https://www.classacthr73.org/>. I have been involved in ClassACT since its inception, and ClassACT has helped me support Roots and Sue's SAPC. For the last few years, I have served on the ClassACT board. ClassACT sponsors service organizations in localities in the U.S. and internationally, including a program in honor of our fallen classmate, Benazir Bhutto, former Prime Minister of Pakistan. In 2020-21, we presented a dozen Zoom forums on the pandemic, social justice, the arts, health, and other topics, featuring the chair of the Congressional Black Caucus and other members of the U.S. House and Senate, the former Secretary of Education, the District Attorney of Orleans Parish, LA, the founder of Moderna, which makes the Covid-19 vaccine, the author of the most influential book on pandemics, and dozens of other prominent panelists. We sponsor

classmate visits to various cities where we are active, and our first visit was to New Orleans to see the programs I support. Recently, I designed and conducted a survey of our college classmates to ascertain their service activities and to see if we could link up classmates who have started initiatives with classmates who are looking for ways to assist and participate. ClassACT HR'73 has become a model for other Harvard classes, and the Harvard Alumni Association has adopted us as a model and vehicle for supporting alumni community engagement and participation. As can be imagined, Harvard graduates have many skills and resources, and we have been helping develop outlets where alumni can make contributions to the community.

I find my service work, especially in the community, to be among the most important and gratifying things I do. I expect to continue this work for the balance of my professional career and into retirement, as long as I am able.

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