

Fall 2020 Newsletter

EDUCATIONAL PROBLEMS



Society for the Study
of Social Problems
In Pursuit of Social Justice

In This Issue

**Nominees for
2021-2023
Division Chair**

**Publications by
Division Members**

Member News

Teaching Activity

**2021 SSSP
Conference**

Call for Papers

**Funding
Opportunities &
Awards**

Agenda for Social Justice

Editorial Search – Call for Applications

The Editorial and Publications Committee of the Society for the Study of Social Problems (SSSP) solicits applications for two positions on the Editorial Team of the volume, *Agenda for Social Justice*.

The Editor's four-year term will start in February 2021, and the new editor will be responsible for editing and promoting volumes to be published in 2022 and 2024. An editor may be reappointed, or have their term extended, with the approval of the SSSP Editorial and Publications Committee and the SSSP Board of Directors. Applicants must be members or become members of the SSSP by the time of the application deadline and maintain membership during their tenure as editor.

The primary activity required is the cultivation, editing, and production of the *Agenda for Social Justice*, a volume of public sociology published by Policy Press at the University of Bristol. While chapters in the volumes are grounded in rigorous social science, they are presented in a way that is accessible to a generally educated public. The editorial team is responsible for producing a volume every other year, alternating between US-focused volumes and global-focused volumes. Volumes of the *Agenda for Social Justice* are available open access, and are distributed to SSSP members.

The committee seeks a diverse pool of candidates with good scholarly records, preferable academic editorial experience (e.g., service as journal editor or associate editor, editor of scholarly editions), strong organizational skills, and the ability to work and communicate well with others, including with scholars in academic and non-academic settings. Familiarity with the *Agenda for Social Justice* volumes and a commitment to the SSSP are essential. A new member should have a genuine commitment to working in the field of social justice, with an interest in the wide range of themes that the study of social problems encompasses. We encourage applications from scholars from all career stages, and applications by members of all underrepresented groups are encouraged.

Please direct inquiries and applications by email to each of the following persons. In the subject line, specify, "Application to Join Agenda for Social Justice Editorial Group."

Glenn Muschert: glennmuscourt@gmail.com

Kristen M. Budd: buddkm@miamioh.edu

David C. Lane: dclanel@ilstu.edu

Jason A. Smith: jasonsm55@gmail.com

Deadline for applications is January 15, 2021.

For more information:

Open access copy of the most recent *Agenda for Social Justice*, the US-focus volume:
https://www.sssp1.org/index.cfm/m/771/locationSectionId/0/Agenda_for_Social_Justice

Open access copy of the most recent *Global Agenda for Social Justice*, the global-focus volume:
https://www.sssp1.org/index.cfm/m/323/locationSectionId/0/Global_Agenda_for_Social_Justice

Information about the Society for the Study of Social Problems (SSSP):
https://www.sssp1.org/index.cfm/m/453/locationSectionId/0/Who_We_Are

Educational Problems



Society for the Study
of Social Problems
In Pursuit of Social Justice

Letter from the Division Chair

Written by Linda M. Waldron, Ph.D.

Dear Division Members,

It is the last month of 2020 and I think we are all looking forward to raising a toast to 2021 on January 1st. It has been a year marked by a global pandemic, rising unemployment, a record-breaking hurricane season, and a tumultuous election cycle that continues to drag on. Yet despite it all, we have continued to be resilient and there is a lot still be thankful for. We have seen inspiring and revolutionary work being done by the Black Lives Matter movement. A COVID-19 vaccine looks promising. For the first time ever with the election of Joe Biden, a community college professor will be in the White House, First Lady, Dr. Jill Biden. History was made when the first African American and South Asian-American woman, Kamala Harris, was elected as Vice President.

Our division continues to prosper as well. Four amazing members have been nominated to fill the position of Division Chair for 2021-2023—we look forward to an exciting election, free of voter fraud. Some of our members have been quite productive—check out some of their amazing publications listed in this newsletter! For those of us who usually teach in-person classes and have had to re-imagine teaching in a virtual environment, Dr. Chukhray shares with us some creative ways to combat “zoom” and “pandemic” fatigue.

As you have no doubt already heard, the executive leadership has made a decision to move the SSSP 2021 conference to fully virtual. If your organization is not currently supporting travel or the cost of a trip to Chicago just wasn't in your budget this year, this change is a most certainly a welcomed one! If you have not already done so, be sure to renew your membership—if you renew by the end of the month, you get to join a 2nd division for free with the “Buy One, Get One” special. As you get your paper together for next year's conference, please consider submitting your paper to one of the 11 Educational Problems Division panels, listed later in this newsletter. If you are a graduate student, consider submitting your conference paper to our Graduate Student Paper Award as well!

We are also recruiting a new Social Media Coordinator for our Division! I want to thank Patricia Morency for bringing us into the 21st century with the creation of our Facebook page. If you want to carry on her legacy, please email me about your interest! lwaldron@cnu.edu. The position begins at the start of the annual conference, doesn't require too much work, and carries with a \$100 annual honorarium. And if you haven't already done so, start following our Facebook page! @ssspeducationalproblems

As the year comes to a close, I wish you and your loved ones a safe, happy and healthy future!

My best,

Linda Waldron, Ph.D.

Chair, Educational Problems Division of SSSP

Director, Center for Education Research and Policy

Associate Professor of Sociology at Christopher Newport University

EDUCATIONAL PROBLEMS



Society for the Study
of Social Problems
In Pursuit of Social Justice

Nominees for 2021-2023 Division Chair

Be sure to vote for our next Educational Problems Division Chair!
Full biographies will be included on the ballot. Here's a preview (in alphabetical order):

1.Elaine J. Laberge, Ph.D. Candidate,
University of Victoria



2.Myron T. Strong, Ph.D. from University of
North Texas; Assistant Professor at the
Community College of Baltimore County



3.Catherine M. Voulgarides, Ph.D.;
Assistant Professor at the City University
of New York—Hunter College



EDUCATIONAL PROBLEMS



Society for the Study
of Social Problems
In Pursuit of Social Justice

Publications by Division Members

Please take a moment to review, cite, and use as a class reading one of these wonderful works published by our division members.

Bell, C., & Puckett, T. (2020). I Want to Learn but They Won't Let Me: Exploring the Impact of School Discipline on Academic Achievement. *Urban Education*, 0042085920968629.

Abstract:

Using Critical Race Theory (CRT) as a guiding conceptual framework, this qualitative study examines black students' and parents' perceptions of school discipline and its impact on academic achievement. The findings support the notion that out-of-school suspension has a negative impact on the academic achievement of African American students and suggest that this phenomenon emerges through a multifaceted process that includes (a) missing assignments and having trouble catching up, (b) missing vital instruction throughout the disciplinary period, and (c) educator resistance to providing makeup work to students who receive out-of-school suspensions. This study also provides some practical recommendations for school leaders.

Bell, C. (2020). "Maybe if they let us tell the story I wouldn't have gotten suspended": Understanding Black students' and parents' perceptions of school discipline. *Children and Youth Services Review*, 110, 104757.

Abstract:

While studies confirm educators and administrators suspend Black students from school at disproportionate rates, few have explored Black students' and their parents' perceptions of school discipline. Using Critical Race Theory as a framework, I interview thirty Black students and thirty parents of Black students who received an out-of-school suspension from a primarily Black high school (PBHS) in southeast Michigan during the 2016–2017 academic year. My findings suggest Black students and their parents perceive out-of-school suspension as unfair because (a) school officials marginalize their voices throughout the disciplinary process, and (b) students feel school officials target them for out-of-school suspension based on their style of dress, hair, and music preference. My findings also show out-of-school suspension is associated with "Black educational flight," a process in which parents withdraw their children from PBHSs in response to excessive out-of-school suspension and enroll them in schools that are perceived to be less punitive.

Clonan-Roy, Katherine, Nora Gross, and Charlotte Jacobs. 2020. "Safe Rebellious Places: The Value of Informal Spaces in Schools to Counter the Emotional Silencing of Youth of Color." *International Journal of Qualitative Studies in Education*.

ABSTRACT

Drawing on qualitative research with adolescent youth of color, this paper imagines the power and potential of informal youth-driven spaces in schools as sites of emotional safety and rebellion. Calling upon Hochschild's (1979) conceptualization of the social regulation of emotions, we examine the racialized and gendered feeling rules that govern the social worlds of adolescents of color, particularly within educational institutions. Additionally, we theorize how the presence of informal youth-driven spaces inside schools, but outside of the traditional classroom or club structure, provide a place where young people can safely express their emotions, experience emotional understanding from their peers, and freely critique the institutional and systemic injustices they experience.

Miner, Michael A. 2020. "Unmet Promises: Diminishing Confidence in Education Among College-Educated Adults from 1973 to 2018" *Social Science Quarterly* 101(6) 2312-2331 <https://onlinelibrary.wiley.com/doi/abs/10.1111/ssqu.12873>

EDUCATIONAL PROBLEMS



Society for the Study
of Social Problems
In Pursuit of Social Justice

ABSTRACT

This article asks: Does experience with education undermine confidence in the institution? If so, has this changed over time? This study uses mixed effects binary logistic regression on the General Social Survey (1973–2018). Confidence in the institution of education has declined over time. Those with a college degree are less confident in education and their confidence is diminishing over time. By 2018, those with a college degree indicated the lowest levels of confidence in education since 1973. These changes are distinct from general trends in institutional confidence. In fact, higher education is typically associated with more confidence in social institutions. These trends likely reflect the shifting rhetoric around the purpose and function of college education as well as the changing economic landscape of higher education. By focusing on long-term changes to a key symbolic impact of higher education (i.e., public confidence in education), findings add to the existing literature on the material benefits and consequences of attaining a college degree.

~~Shifrer~~, Dara. Published online first. Contextualizing Educational Disparities and the Evaluation of Teacher Quality. *Social Problems*. <https://doi.org/10.1093/socpro/spaa044>

ABSTRACT

Value added scores, statistical estimates of teacher quality, are representative of neoliberal logic. The higher average scores of teachers of socially advantaged students raise concerns that scores are inaccurate and unfair, and propagate decontextualized neoliberal understandings of the nature of learning and teachers' work. This study uses longitudinal data from roughly 4,500 teachers in a large urban district between 2007–08 through 2012–13 to follow individual teachers as they switch into schools of different "performance levels" over time. Fixed-intercept models tracking individual teachers between 2007–08 and 2012–13 showed scores increased for teachers who switched into high-performing schools and decreased for teachers who switched into low-performing schools. Particularly indicative of scores biased by contextual factors outside teachers' control, score changes for mobile teachers are partially attributable to shifts in the economic status and race of students in teachers' classrooms and schools. Understanding how neoliberalism operates within education provides sociological insight into how neoliberalism is legitimated and perpetuated in other central social institutions, such as the criminal justice system, the environment, gender, sexuality, and health.

Scherer, Mary L. (2020). Unequally Adrift: How Social Class and College Context Shape Students' Mentorship Experiences. *Sociological Forum*, online 25 August 2020, <https://doi.org/10.1111/socf.12626>

Abstract:

Faculty mentorship is a highly advantageous yet under-explored form of social capital which can grant access to co-curriculars (e.g., research assistantships), ensure strong letters of recommendation, and more. It is also typically informal and dependent on student initiative, requiring that students be skilled at engaging educational authority figures. Privileged students are most likely to have such skills as part of their dominant cultural capital, making faculty mentorship a site of social reproduction. To explore variations in this process, I compare two institution types: a small, teaching/undergraduate-focused regional university and a large, research-intensive flagship. In interviews with 68 working- and upper-middle-class students, I find that college context mediates the relationship of class background and faculty mentorship. Upper-middle-class students fostered advantageous faculty relationships at both universities, but working-class students diverged: at the flagship, they rarely approached professors in search of mentorship, while those at the regional university described close, beneficial connections with

EDUCATIONAL PROBLEMS



Society for the Study
of Social Problems
In Pursuit of Social Justice

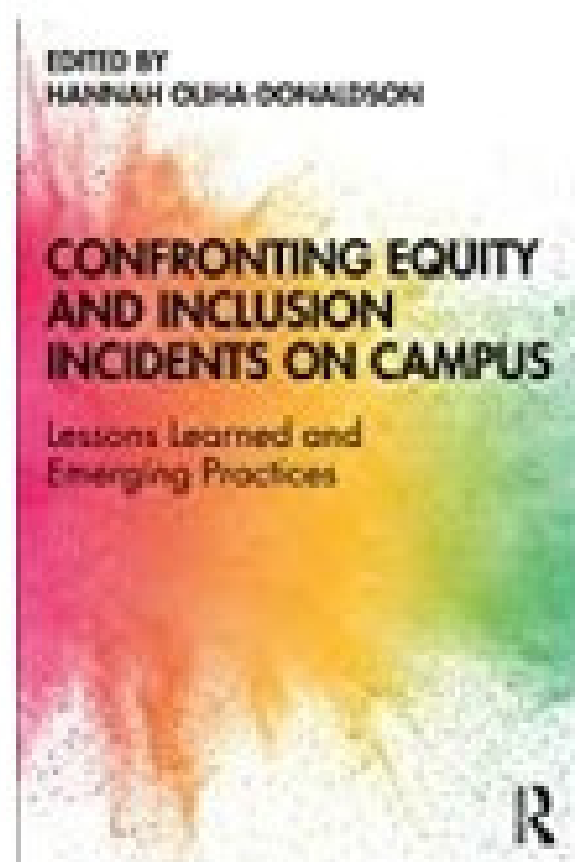
professors. I discuss working-class students' dissimilar experiences in terms of each university's structural and cultural characteristics (organizational habitus), particularly their institutional focus and size. I argue that through their particular organizational features, colleges can both reproduce and reduce inequalities, challenging the determinacy of precollege socialization in education.

Nojan, Saugher. 2020. "Muslim Students Combating Institutional Inertia with Participatory Action Research" In *Confronting Critical Equity and Inclusion Incidents on Campus: Lessons Learned and Emerging Practices*, Edited by Hannah Oliha-Donaldson. Routledge Press.

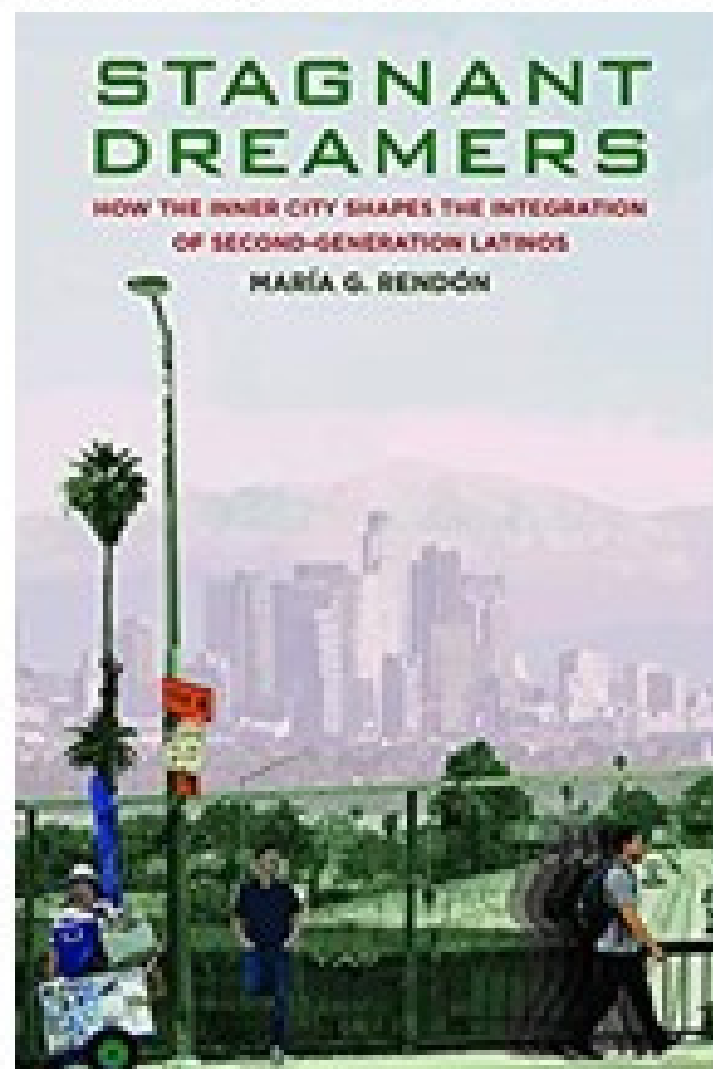
More about this edited collection:

Confronting Equity and Inclusion Incidents on Campus Lessons Learned and Emerging Practices Edited by Hannah Oliha-Donaldson

Featuring the voices of faculty, staff, and students, this volume offers an interdisciplinary exploration of diversity, equity, and inclusion (DEI) challenges at the intersections of race, class, gender, and socioeconomic status, while illuminating lessons learned and promising practices. Marrying theory and practice, *Confronting Equity and Inclusion Incidents on Campus* provides a framework for building more inclusive campuses that embody equity and the values of community.



Rendon, Maria. (2019). *Stagnant Dreamers: How the Inner City Shapes the Integration of Second-Generation Latinos*. Russell Sage Foundation.



Read the following Op Ed about Dr. Rendon's book!

Rendon, Maria. For Latinos, a college degree doesn't guarantee entrance to the middle class. Opinion: OC Register, Los Angeles Daily News (February 20, 2020)

EDUCATIONAL PROBLEMS



Society for the Study
of Social Problems
In Pursuit of Social Justice

California public colleges and universities are confronting an unprecedented demographic shift. Fifty-five percent of California high school graduates are Latino, but these institutions overwhelmingly fail to connect them to vast resources available on campus. Most are first-generation college students coming from the poorest neighborhoods in the state.

If higher education is to be a beacon of opportunity and a gateway to the middle class, universities must do more than give acceptance letters, financial aid packages, and diplomas. We must prioritize and systematize the practice of fully integrating these primarily working-class students through mentorship, professional development and connections to resources – networks, programs and other institutions – that can ensure they land on solid ground after graduation.

Take Manuel, one of the 42 young men I followed for more than ten years for my book, *Stagnant Dreamers*. Manuel graduated from an Ivy-League school on the East Coast, where his sense of alienation at the affluent college campus ended with him losing chunks of hair after his freshman year. Although Manuel powered through and his college education remains his proudest accomplishment, his degree fell flat when he returned home to Los Angeles looking for work.

Knocking on doors led him to some non-profit work but it paid very little. Eventually he resorted to friends and family who linked him to jobs. For Manuel this meant jobs at Target, mowing lawns, and in the garment district where his family concentrated. At twenty-seven years old and with an Ivy-League college degree, Manuel had yet to make more than \$12.00/hour.

Higher education's responsibility to these students is not only to educate them, but also prepare them for success in the workforce. It is not enough to make college more affordable or tout increasing diversity of incoming classes.

All students, including Latino students, deserve to be fully integrated in American society. Institutions of higher education have the capacity to transform these young people's lives and correct for our gross inequities. Yet as Manuel's story shows, for Latino college graduates, it's an uphill climb toward the middle class.

Middle- and upper-class students navigate college with ease, socially and culturally attuned to the unspoken norms of the university and with family and friends connected to the professional world. First-generation college students are often commuters and typically disconnected from campus resources, including faculty who rarely share their lived experience. At the University of California, only 4% of faculty are Latino.

Second-generation Latinos are often my strongest students at UC Irvine where I teach, showing up to almost every lecture. When they do not, I hear about family and work complications. These students carry the burden of our vast inequalities – from poor quality schooling and housing and food insecurities, to the over policing of their communities. I was reminded of this last quarter when one of my students apologized for his tardiness every week. On Tuesday mornings he checked in with his probation officer.

Focusing wholeheartedly on graduating, Latino students have few opportunities to expand their experiences and resources, specifically their social networks. These critical links can not only help them get through college but successfully transition into highly coveted jobs that give them entry into the middle class. Some return home with a diploma, but not much else.

California's leaders, especially those of us in higher education, must recognize that helping students find community on campus, connecting them with peers, alumni, and mentors, is an integral part of how we measure success.

Upon graduating and fulfilling their and their parents' dreams of a college education, young people like Manuel have already overcome significant barriers to success. Now it's our turn to make sure their hard work isn't in vain.

*Maria G Rendón is assistant professor at the University of California, Irvine and author of *Stagnant Dreamers: How the Inner City Shapes the Integration of Second-Generation Latinos*.*

EDUCATIONAL PROBLEMS



Society for the Study
of Social Problems
In Pursuit of Social Justice

Congratulations are in order!

Odis Johnson, Jr., Ph.D. will begin a new position in January as the Bloomberg Distinguished Professor in the Department of Health Policy and Management in the Bloomberg School of Public Health at Johns Hopkins University. He will also serve as the Executive Director for the Center for Safe and Healthy Schools in the School of Education at Johns Hopkins University. Congratulations!

Nora Gross graduated from the University of Pennsylvania in 2020 with a PhD in Sociology and Education ([dual-degree](#)) and defended her dissertation, entitled *Brothers in Grief: The Stages of Grieving for a School and its Students Following Three Shooting Deaths of Black Teenage Boys*, with distinction. She is now a Core Fellow/Visiting Assistant Professor at Boston College where she is teaching courses in race, gender, and social inequality and working on transforming her dissertation into a book. Alongside the research, Nora produced two short documentary films exploring the secondary impacts of urban gun violence on adolescents and their families. One film, *Our Philadelphia*, made in collaboration with a team of youth, premiered online in July 2020 and can be viewed on [YouTube](#). The second film, *Club With No Name*, shares the stories of three Black mothers brought together by the tragic deaths of their sons; information about upcoming screenings can be found at <http://www.noragross.com/film>. Additionally, Nora and a team of colleagues are editing a methodological book, due out in late 2021 with Bloomsbury Press, about the role of critical care in conducting school-based research with youth. Well done!

TEACHING ACTIVITY

Virtual Check Ins and Activities

Irina Chukhray

PhD student, Univ. of CA - Davis

Problem. Exhaustion, “zoom fatigue,” and “pandemic fatigue” is a common feeling among my undergraduate students. Sometimes they share this and other times I just feel it. Across sociology classrooms, many professors do a common “check in” technique asking students how they are doing. I find that this has become too common. This has become a bore, just adding to the exhaustion and fatigue.

Solution. I researched ideas for virtual activities and ice breakers that take about 5 minutes to complete.

Result. My students faces, those who are able to show their faces on zoom, indicate they are eagerly waiting to discover that day’s new activity. I also noticed more students signing in to zoom a few minutes early instead of a few minutes late. The evaluations from my classes indicate that students “enjoy the activities” and they “like how [we] open each discussion with something that gets us talking and that [this] always fosters participation from everyone somehow.” (My reaction: mission accomplished!)

EDUCATIONAL PROBLEMS



Society for the Study
of Social Problems
In Pursuit of Social Justice

ACTIVITY EXAMPLES AND RESOURCES:

1. Online coloring activity:

The instructor chooses 2-3 simple pictures ahead of time that require only 1-2 minutes to color. Send the website link to students via the Zoom chat. Instruct students to color just 1 picture. Ask students to share their screen and describe their creation. I recently did this activity right after Halloween where I chose a pumpkin and a Dracula (the Dracula picture was extremely popular, leading to many laughs for these precious few intro minutes of class).

a. Dracula Example, other online coloring picture options (www.online-coloring.com)

2. Meme:

About 1-2 days prior to the class meeting, email students asking them to come prepared with a meme to share on X topic. Here is an example of email instructions:

Please take 5 minutes to find one meme that describes some part of your college experience. This can be about COVID but does not have to be...it can be about friends, assignments, college life in general...etc. I will ask you to share your screens :)

MEME: A meme is a picture with a caption attached to it.

3. Create fun and silly discussion questions:

For example: "If you could be a fictional character, who would you be?" Zoom breakout room for about 2 minutes and bring students back to share.

4. Mental health ideas.

For this activity, I shared a google doc with students and asked them to take 2 minutes to answer, What do you do to help your mental health? In another version, I asked students, What do you do to help you stay focused when doing assignments? After class, I posted the completed document on Canvas for all to access.

5. Google search:

"Virtual activities for college students" or "virtual ice breakers"...etc.

a. Browse virtual activity ideas: [53 Virtual Activity Ideas](#) (e.g., YouTube Video of the day, Weird Holiday Celebration, and Pet Photo Competitions)

b. Browse virtual ice breaker question ideas: [SymoTraining](#), [Univ. of Washington-Bothell](#), [Univ. of Waterloo](#), [BoredTeachers.com](#), [65 icebreaker questions](#) (Michigan State Univ.)

c. Take a 5-minute virtual tour (share your screen and discuss what you see): [The Louvre](#), The Great Wall of China, [Yellowstone National Park](#)

d. Take 5 minutes to view animal webcams (share your screen and discuss what you see): [San Diego Zoo Cam](#), [Atlanta's Panda Cam](#), [Monterey Bay Aquarium Cam](#)

TAKE AWAY: While virtual check ins are quickly becoming common, try an uncommon topic/activity to engage students. Consider asking students to submit their own activity suggestions (e.g., google form).

EDUCATIONAL PROBLEMS



Society for the Study
of Social Problems
In Pursuit of Social Justice

SSSP 2021 ANNUAL CONFERENCE

Revolutionary Sociology: Truth, Healing, Reparations and Restructuring

CONSIDER SUBMITTING YOUR PAPER TO ONE OF THE FOLLOWING DIVISION-SPONSORED PANELS

[https://www.sssp1.org/index.cfm/m/839/2021 Annual Meeting/](https://www.sssp1.org/index.cfm/m/839/2021%20Annual%20Meeting/)

Session #	Session Title	Organizer(s)
26	Schools, Punishment, and Juvenile Justice	1. Allen, Terrence Tyrone [ttallen@pvamu.edu] 2. Bell, Charles [cabell6@ilstu.edu] (co-organizers)
35	Transformative Technology and the Growing Digital Divide: Educational Promise and Peril	1. Baird, Andrew [andrew.baird@cnu.edu]
36	CRITICAL DIALOGUE: COVID-19 and the Politics of Education	1. Walters, Kyla [waltersk@sonoma.edu] 2. Rosen, Heather Sue McDonald [heather.mcdonald25@uga.edu] 3. Karnad-Jani, Rashmee [rashmee.karnad.jani@mail.utoronto.ca] (co-organizers)
49	Decolonizing Education-THEMATIC	1. Coates, Rodney D. [coatesrd@miamioh.edu]
50	Immigrant Youth and Access to Higher Education	1. Chukhray, Irina [ichukhray@ucdavis.edu]
51	Radical Imagination, Global Social Change and Empowerment in Higher Education-THEMATIC	1. Laberge, Elaine J. [elaberge@uvic.ca]
52	Students on the Margins on Education	1. Oliveira, Kristopher A. [KAoliveira@usf.edu]
53	Family and Community Cultural Wealth and Precarity in Education	1. Linares-Ramirez, Noemi [linaresr@uci.edu] 2. Marín, Estéfani [marine2@uci.edu] (co-organizers)
54	CRITICAL DIALOGUE: International Students in Higher Education	1. Hou, Lydia [lhoul3@uic.edu]
55	Mental Health in Educational Spaces: Promoting Student Social Welfare	1. Waldron, Linda M. [lwaldron@cnu.edu]
56	Teaching during the Racial Reckoning	1. Morency, Patricia [pmorency821@gmail.com] 2. Tartari, Morena [Morena.Tartari@uantwerpen.be] (co-organizers)

EDUCATIONAL PROBLEMS



Society for the Study
of Social Problems
In Pursuit of Social Justice

CALL FOR PAPERS

The Educational Problems Division announces its 2021 Graduate Student Paper Competition. Papers must address a contemporary educational problem and may be empirical or theoretical in nature. Authors must be current graduate students. In addition to single-authored papers, co-authored papers will be considered for this award if co-authors are graduate students but not co-authored with a faculty member or colleague who is not a student. Papers are not eligible for this award if they have been published or accepted for publication before being submitted for consideration. Papers are not eligible if they have been presented previously at SSSP or presented or accepted for presentation at other professional meetings, unless they have been revised substantially with new data, findings, or theoretical contributions. Papers must not exceed 30 double-spaced pages (excluding notes, references, tables, and figures). All papers must include a 150-200 word abstract and be prepared for anonymous review with the author's name and institutional affiliation appearing only on the title page. The winner will receive a modest cash stipend, student membership in the SSSP, conference registration to the 2021 SSSP annual meeting, and a plaque of recognition at the conference awards ceremony. Authors are required to submit their papers through the annual meeting Call for Papers process as a condition for consideration for the award. Students may only submit to one division.

All papers must also be submitted electronically (as an attachment) to the Division Chair, Dr. Linda Waldron at lwaldron@cnu.edu with subject line: SSSP-Edu. Probs. Div. Student Paper Competition. Please include your name, institutional affiliation, and contact information in the body of your e-mail. The paper should be submitted no later than 11:59pm (Eastern Time), January 15, 2021.

Social Problems invites submissions for a special issue on the lives and futures of Black children and youth, focused on how their lives are impacted by various structures and social institutions while also appreciating their needs and development. For more information visit: https://www.sssp1.org/file/2020/Social_Problems_Special_Issue_CFP.pdf. The deadline for submitting papers is April 30, 2021

FUNDING OPPORTUNITIES/AWARDS

SSSP Racial/Ethnic Minority Graduate Fellowship

Applications for the 2021 Racial/Ethnic Minority Graduate Fellowship are now available. Persons identified as American Indian or Alaska Native, Arab/Middle Eastern/North African, Asian/Asian-American, Black/African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, or, including Deferred Action for Childhood Arrivals (DACA) from one of the aforementioned groups, accepted into an accredited doctoral program in any one of the social and/or behavioral sciences are invited to apply for the \$15,000 fellowship. Two students will be funded. Applications must be finalized no later than February 1, 2021.

Nominations for the C. Wright Mills Award

The deadline for nominations for the 2020 C. Wright Mills Award is December 15, 2020. Authors and/or nominators do not need to be current members of SSSP. Self-nominations are acceptable. Edited volumes, textbooks, fiction and self-published words are not eligible. Eligible books must be first edition (not a reprint or later edition) and bear a 2020 copyright date. Exceptions may be made for a book bearing a 2019 copyright, but that was not released until 2020 for the first time.