



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



Division on Racial and Ethnic Minorities

Winter 2017 Newsletter



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WHO WE ARE

Current Co-Chairs

Omari Jackson

(2016-2018)

Matthew W. Hughey

(2015-2017)

Past Co-Chair

Michelle R. Jacobs

(2014-2016)

Newsletter Editor

Kasey Henricks

(since 2012)

OUR MISSION

The Racial and Ethnic Minorities Division of SSSP is a collective of scholars, activists, and concerned individuals who recognize that, while significant strides have been made toward racial equality and justice, we continue to live in a society in which racial inequality, segregation, discrimination, and systematic racism function both tacitly and overtly. Simply put, racism continues to inform our daily lives. Our Division's vision of our future society is one in which racial and ethnic (and all other types of) oppression and discrimination no longer exist. Accordingly, in a world in which the multifarious manifestations of racism are often minimized or ignored, we believe it is a moral and scholarly responsibility to remain vigilant in our quest to study, understand, and make visible the latent and hidden operations, mechanisms, and effects of racism and to speak out against it. Our collective goals revolve around gaining higher levels of inter- and intra-racial understanding, substantive cooperation, and intimate camaraderie toward dismantling racial inequality and injustice. We utilize various sociological models to address racial and ethnic inequality and injustice at all levels, investigating governmental policies, practices of social institutions, representations through media and culture, and individual and group interactions. Our vision for the future is of a just society, in which racial and ethnic histories and cultures are not subjugated, but acknowledged and understood. Further, we implore all members of this section to understand the struggle that people of color often endure, and to join in the fight for alleviating the causes of human suffering through our scholarship, our teaching, and our service to the community and beyond. We encourage members and allies to engage with books from the suggested (but by no means exhaustive) list of readings below. Division members are also encouraged to join [our Facebook community](#). There, we share information related to our larger interests and investment in the alleviation of racial and ethnic social problems. Division mission statement last edited in 2015 by Michelle R. Jacobs, Wayne State University, Racial and Ethnic Minority Division Co-Chair, 2014-2016, and Matthew W. Hughey, University of Connecticut, Racial and Ethnic Minority Division Co-Chair, 2015-2017.



Letters from the Co-Chairs

Dear DREM members,

Spring is right around the corner after what will go down as one of the most unexpected and tumultuous winters—at least when it comes to the political realm—in recent history. And with spring, soon comes summer and our SSSP annual meetings in Montreal, Québec, Canada over 11-13 August 2017. *Comme c'est incroyable!* This year's meeting theme, "[Narratives in the World of Social Problems: Power, Resistance, Transformation](#)" promises to draw some wonderful papers and discussions. And as members of the Division of Racial and Ethnic Minorities, there is much to discuss! Moreover, there is so much to be done for, and much to celebrate at, the upcoming meetings—from award ceremonies to business meetings and from social get-togethers to panel sessions! I hope to see you there.

My time serving as your co-Chair (first with Professor Michelle Jacobs and this year with Professor Omari Jackson) has been wonderful, and I remain overjoyed that I have been able to learn more about DREM in specific, and SSSP in general. I owe thanks to all those who have stepped up to serve on, and chair, our various committees,



Matthew W. Hughey,
University of Connecticut

in particular the Graduate Student Paper Award and our still relatively newish awards: The Eduardo Bonilla-Silva Outstanding Book Award and the Kimberlé Crenshaw Outstanding Paper Award. These members have done a lion's share of the lifting and have made my job oh-so-much easier. Kudos! And to the membership that has emailed me with suggestions and questions, and who are planning to share their work at the meetings, I also thank you. And finally, a word of special thanks to the newly minted Dr. (and soon to be professor) Kasey Henricks, who graciously agreed to serve just one more year as newsletter editor (it only took a little arm wrestling) and overall jack of many DREM trades. Each of you make up the lifeblood of our Division, which makes us the biggest (and dare I say, the best) Division in SSSP. Thank you for your service.

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As we look forward to Montreal, I bid you *au revoir* as your co-chair. Yet, know that I am never gone as your fellow SSSP-DREM member, friend, colleague, and comrade in the struggle. May I remind you that we must be there for one another, as social-justice-oriented academics, to help usher in a world not based on fear, distrust, or structural violence, but one that more easily enables the attainment of justice for all peoples. That struggle is a dialectic, for we must reach backward to reclaim the knowledge and people lost and submerged under the weight of white supremacy, patriarchy, capitalism, and colonialism, even as we attempt to grasp and make a new future for those yet to come. In that vein, I leave you with the words of Alice Walker, who penned the following:

“We are a people. A people do not throw their geniuses away. And if they are thrown away, it is our duty as artists and as witnesses for the future to collect them again for the sake of our children, and if necessary, bone by bone.” (Alice Walker *In Search of Our Mothers' Gardens*, 1983, p. 92)

A luta continua,

Matthew W. Hughey
Associate Professor of Sociology, University of Connecticut
matthew.hughey@uconn.edu



The Sociological Cinema

January 27 at 12:04pm · 🌐

This is a model for how sociologists should conduct themselves during hostile interviews



Tucker Battles Professor Who Blames Trump Win on Racism, 'White Supremacy'

On Tuesday, Tucker Carlson debated a UCONN professor who will speak at an upcoming college lecture series on how President Trump's supporters elected...

INSIDER.FOXNEWS.COM

“MAKE AMERICA WHITE AGAIN”

Hear Professor Matthew Hughey on “Tucker Carlson Tonight” explain how white supremacy won Donald J. Trump the presidential election: <http://bit.ly/2kHBW7O>



Letters from the Co-Chairs



Omari Jackson,
Morgan State University

Dear DREM Members,

The narrative gives voice to those traditionally unheard. Unheard groups include, but are certainly not limited to, race, sex, gender, sexual orientation, religion, and class. The intersection of the aforementioned social locations add additional complexity. Through it all, we must tell our stories. It is often difficult to tell our stories, as scientists, because we are socialized to be objective and refrain from speaking about personal experiences. To achieve such objectivity, social reward/prestige is applied to quantitative methods. Though there is strength in quantitative research methods, such often fail to highlight the complexities that are foundational to the study of social problems. Accordingly, this is a push to ensure we empower our research participants by allowing them to tell their stories. It is a push for us to respect the narrative. In the event qualitative research methods are not your dominant modes of data collection, reflect on whether you can employ triangulation so that valid personal stories complement the numbers that generally highlight our lived experiences as hopeless.

This is also a push for us to share our stories. Many of us have backgrounds that include hailing from an inner-city, being the first in our families to graduate from college, or reared by a single parent. Through it all, we made it! Our success is significant and worthy of praise. We often speak about the power of numbers. However, we rarely speak about the power of individual success stories. I do not ...

... continued on page 7 ...



know about you all, but when I see a successful person who looks like me, acts like me, and smells like me (Okay, maybe I don't necessarily smell people, but you get it.), I feel inspired. I feel like I can do "it." For me, that "it" is writing a publication, attaining tenure, and securing grant funding. As a black male, first generation college graduate, from the inner-city, I know how fortunate I am to be in my position, but such fortune is not without peril. I know the rigors of academia and the disproportionate failed tenure bids of black academics. Though these numbers are real, when I hear individual stories of those who I identify with—black male, urban flair, heterosexual male who wears women's deodorant (too much information?)—defying odds, I am inspired!

We must also use our narrative to inspire those who identify with us. I would love to see the members of the Division on Racial and Ethnic Minorities not only share their narratives, but pay close attention to the narratives being shared. Think of your student body—LGBTQIA+, Muslim, homeless, wealthy. How can the narratives of colleagues/students help you better support your students? Let us use our *narratives* to bust up *power* systems, through *resistance*, and *transform* the social world.

I am thankful for the opportunity to serve the Division and hope you will share your visions for our division. Furthermore, I am thankful for Drs. Michelle Jacobs' and Matthew Hughey's mentorship. I look forward to seeing everyone in August and hope to catch up for shots of apple juice.

Sincerely,

Omari Jackson
Assistant Professor of Sociology, Morgan State University
omari.jackson@morgan.edu

Join us on Facebook

[www.facebook.com/
groups/sssp.drem/](http://www.facebook.com/groups/sssp.drem/)





The 2017 SSSP Meetings

a Preview of DREM-Sponsored Sessions



Join Us For Our
67th Annual Meeting
at the Montreal Bonaventure Hotel
Montreal, Québec, Canada

AUGUST 11-13, 2017

Narratives in the World of Social Problems:
Power, Resistance, Transformation

President Donileen R. Loseke



2017 Panels Sponsored by DREM

Solo-Sponsored Sessions

“Writing the Refugee Narrative: Who Gets to Tell Their Story?” (THEMATIC SESSION)

Organizer: Steve Garner: steve.garner@bcu.ac.uk

**“Indigenous Peoples & Sociology: Genocide, Decolonization, Resistance and Revitalization”
(INVITED SESSION)**

Organizer: James Fenelon: JFENELON@CSUSB.EDU

“Black Middle Class: New Intersections in a New Era”

Co-organizers: Omari Jackson: omari.jackson@morgan.edu and Saida Grundy: grundy@bu.edu

Co-Sponsored Sessions

“Teaching Race and Ethnicity”

co-sponsored by the Division of Racial and Ethnic Minorities (Matthew W. Hughey: matthew.hughey@uconn.edu and Omari Jackson: omari.jackson@morgan.edu) and Division of Teaching Social Problems (Lynn Green: lynngreen@cheyney.edu)

Organizer: Atiya Husain: ahusain@email.unc.edu

Presider: Hephzibah Strmic-Pawl



“Race and the Working Poor”

co-sponsored by the Division of Racial and Ethnic Minorities (Matthew W. Hughey: matthew.hughey@uconn.edu and Omari Jackson: omari.jackson@morgan.edu) and Division of Labor Studies (Noreen Sugrue: nsugrue@illinois.edu)

Organizer: Michael Rosino: michael.rosino@uconn.edu and Corey Dolgon: cdolgon@stonehill.edu

“Race, Ethnicity, and the Law”

co-sponsored by the Division of Racial and Ethnic Minorities (Matthew W. Hughey: matthew.hughey@uconn.edu and Omari Jackson: omari.jackson@morgan.edu) and Division of Law and Society (Edith Kinney: edith.kinney@sjsu.edu and Annulla Linders:

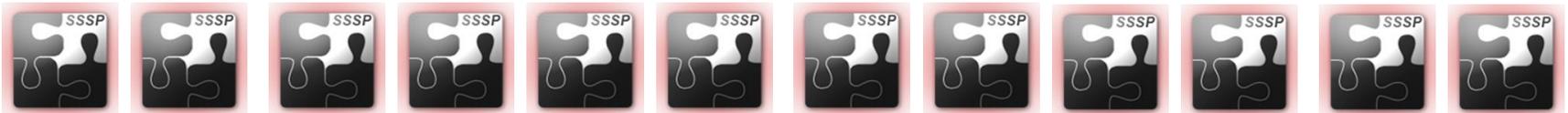
ANNULLA.LINDERS@UC.EDU)

Organizer: Aaryn Green: greena@mail.uc.edu

“Race, Crime, and Media Narratives” (THEMATIC SESSION)

co-sponsored by the Division of Racial and Ethnic Minorities (Matthew W. Hughey: matthew.hughey@uconn.edu and Omari Jackson: omari.jackson@morgan.edu) and Division of Crime and Juvenile Delinquency (Arthur Jipson: ajipson1@udayton.edu and Kristen Budd: buddkm@miamioh.edu)

Organizer: Stephanie Williams





“Environmental Racism: Power, Resistance, Transformation”

co-sponsored by the Division of Racial and Ethnic Minorities (Matthew W. Hughey: matthew.hughey@uconn.edu and Omari Jackson: omari.jackson@morgan.edu) and Division of Environment and Technology (Laura McKinney: lauramc@tulane.edu)
Organizer: Daina Harvey: dharvey@holycross.edu

“Who Decides Who Lives, Who Dies?” (CRITICAL DIALOGUE)

co-sponsored by the Division of Racial and Ethnic Minorities (Matthew W. Hughey: matthew.hughey@uconn.edu and Omari Jackson: omari.jackson@morgan.edu), the In Health, Health Policy, and Health Services (Paul Draus: daus@umich.edu and Ethel Nicdao: enicdao@pacific.edu), the Division of Crime & Juvenile Delinquency (Arthur Jipson: ajipson1@u Dayton.edu and Kristen Budd: buddkm@miamioh.edu), the Division of Law and Society (Edith Kinney: edith.kinney@sjsu.edu and Annulla Linders: ANNULLA.LINDERS@UC.EDU), and Division of Disability (Deborah Little: LITTLE@ADELPHI.EDU and Jessica Penwell Barnett: jessica.p.barnett@wright.edu)
Organizers: Deborah Little: LITTLE@ADELPHI.EDU and Laura Mauldin: laura.mauldin@uconn.edu

“Black Lives Matter Moms” (CRITICAL DIALOGUE)

co-sponsored by the Division of Racial and Ethnic Minorities (Matthew W. Hughey: matthew.hughey@uconn.edu and Omari Jackson: omari.jackson@morgan.edu) and Division of Family (Bhoomi Thakore: bhoomi.thakore@elmhurst.edu)
Organizer: Devon Goss: devon.goss@uconn.edu



Tweets from the 2016 Meetings in Seattle



Social Problems @socprobsjournal · 23 Aug 2016
Mormin' folks. @SaherSelod previewing her forthcoming book on surveillance and the racialization of Muslims. #asa16



← ↻ 2 ❤️ 10 ||

Social Problems @socprobsjournal · 22 Aug 2016
Congrats to Associate Editor Rogelio Saenz, winner of this year's Founders Award from @ASA_SREM #asa16



← ↻ 2 ❤️ 10 ||

Social Problems @socprobsjournal · 22 Aug 2016
#ASA16 SREM business meeting happening now, under the leadership of @WhoDatPhD. Come one, come all.



← ↻ 3 ❤️ 1 ||

Social Problems @socprobsjournal · 20 Aug 2016
Division meetings happening now. Puget Sound.



← ↻ ❤️ ||

Social Problems @socprobsjournal · 22 Aug 2016
Aldon Morris: "Sociology is flirting with irrelevancy." #asa16



← ↻ 11 ❤️ 11 ||

Social Problems @socprobsjournal · 20 Aug 2016
Big congrats to Advisory Editor Amanda Lewis (and John Diamond)! Winners of the EBS Book Award. #SSSP2016 #asa16





Teaching is Activism

A Call for Submissions to the Pedagogy Section of Sociology of Race & Ethnicity and the Race and Ethnic Relations Area of TRAILS

by hephzibah v. strmic-pawl, Manhattanville College

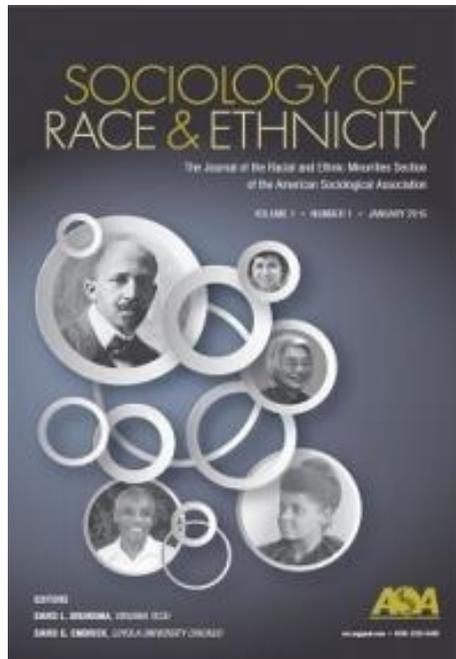
Teaching is activism, and activism is a process for achieving change, a process that requires significant planning before any decisions are made. Research is needed to contextualize the issues at hand, research is needed to determine goals, and research is needed to choose the best methods for obtaining those goals. Thus, if teaching is activism and activism requires research and planning, then teaching requires the same.

I raise this point about the connections between teaching, activism, and research as all too often as academics, we guide our efforts toward our perception of “Research” with a capital R. DREM members have a superb record of critical race research that addresses racial inequality, yet many of us do not publish the research that we conduct every day, every week, and every semester in our classrooms. Through Facebook, Twitter, blogs, and conference conversations I read and hear about the work that is invested into creating, editing, and constantly revising syllabi and assignments. We are consistently in search of better, more effective techniques and tools for our students, but many of us are not publishing this research. And, we are facing a time when our teaching is most needed.

... continued on page 14 ...



hephzibah v. strmic-pawl, Manhattanville College



Teaching is a method of imparting knowledge. That statement perhaps reads as trite, but the truth in it is an important reminder of how our teaching matters. Like many of you, I, too, saw a backlash on my campus after the presidential election. Students from marginalized communities felt particularly vulnerable and attacked while some students felt emboldened to voice their prejudices. These prejudices have always been held by some in our classrooms just as they have in society, but it is possible that we are entering a time when we will face a new (or modified) way that students approach the issue of inequality, and racism in particular. There is, therefore, a pressing need to direct our attention to the teaching of race and ethnicity. We must help students discern fact from fiction, oppression from ideologies of perceived inequality, and movement building for equality from movements for power.

These lessons, in relationship to race and ethnicity, are most central in race and ethnic studies courses, but they are addressed in virtually all our classes: introductory sociology, social problems, criminology, environment, family, etc. We know that the racial hierarchy is systemic and therefore is embedded in all our institutions; thus we must learn how to teach race and ethnicity effectively in all our classes. The Pedagogy Section of the journal, *Sociology of Race and Ethnicity* (SRE) and the Race and Ethnic Relations Area of ASA TRAILS provide valuable outlets for us to publish our teaching research. Both SRE and TRAILS have worked hard to provide these opportunities for us to publish our teaching and cultivate a community that supports this critical work.

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In addition, all *SRE* and TRAILS manuscripts go through a rigorous peer-reviewed process, a process that allows critical feedback on your manuscript and operates to publish high quality work.

The *SRE* pedagogy section welcomes submissions (approximately 3000 words) that address a range of issues including:

- Theoretically-informed reflections on topics to be included in race and ethnicity courses
- Teaching race and ethnicity from a particular standpoint or to a particular demographic region, class size, type of university/college, and/or race/class/gender of students or instructor
- Integration of race and ethnicity into sociology foundation courses such as Introduction to Sociology or Social Problems
- Information focused on advanced race courses such as those on the sociology of African and African American, Asian and Asian American, or Latin@ and Latin@ American communities
- Original analysis of online resources, databases, and/or media useful for teaching a particular module
- Class exercises, service learning and/or community-based projects

TRAILS is the ASA Teaching Resources and Innovation Library for Sociology and offers thousands of pedagogical gifts (Good Ideas For Teaching Sociology). TRAILS provides opportunities to publish syllabi, class activities, assignments, lectures and more. Thus, in many ways, the *SRE* Pedagogy Section and TRAILS can complement each other as you may publish your paper in *SRE* and the expanded or complementary resource in TRAILS.

As the Pedagogy Editor of *Sociology of Race and Ethnicity* and the Race and Ethnic Relations Area Editor of TRAILS, I invite you to submit to these outlets as teaching is central to our activism. And please feel free to contact me with any questions at hvsp@mville.edu

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The SRE submission portal can be found at <http://mc.manuscriptcentral.com/sre>. Submissions to the Pedagogy Section should be identified as such in the submission process. Additionally, we invite you to become part of our reviewer database. Register for an account through the website, and please indicate areas of interest and expertise (include “pedagogy” in your keywords).

The TRAILS submission portal can be found at <http://trails.asanet.org/Pages/SubmissionDetails.aspx>

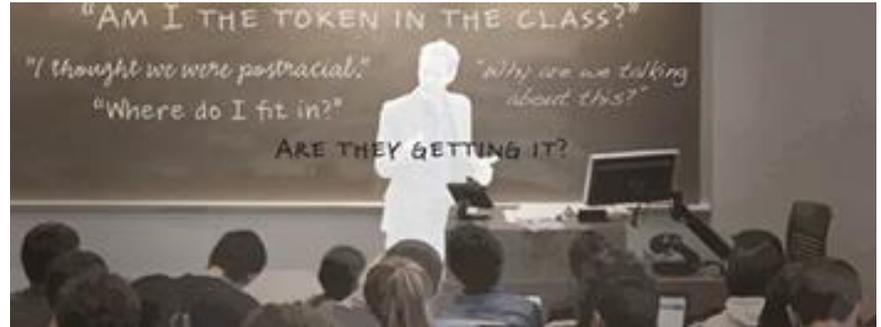
Examples of recent publications in the Pedagogy Section of *Sociology of Race and Ethnicity*:

**Interrogating Ourselves in a Racialized World
Using Personal Experience to Improve Students’
Understanding of Racism**

By Kendra Jason, Sarah Nell Epplen
Volume 2, Issue 4

**Beyond “Post-Race Paralysis”
Creating Critical Dialogue on Race in the Obama Era**

By Jimiliz M. Valiente-Neighbours
Volume 1, Issue 2



**Memorializing Lynch Victims
Countering Colorblind Ideologies
with Experiential Learning**

By Amy Kate Bailey, Jason Leiker, Andrew Gutierrez, Eric C. Larson, Serena Mitchell
Volume 1, Issue 3

**More Than a Knapsack
The White Supremacy Flower
as a New Model for Teaching Racism**

By Hephzibah V. Strmic-Pawl
Volume 1, Issue 1

... continued on page 17 ...



Examples of recent publications in the Race and Ethnic Relations Area of TRAILS

Identifying Privilege and White Fragility

Resource Type: Class Activity

By Brennan Miller

Bringing Color into the Living Room: Analyzing TV Guide Covers, 1953 to 1997

Resource Type: Class Activity

By Craig Upright

Linguistic Ideologies, Fallacies of Racism, and the Construction of a Racial “Gaffe”

Resource Type: Assignment

By David Lee Rigby

Sociology of Native Americans

Resource Type: Syllabus

By Melanie D Hildebrandt





New Directions in Critical Race and Ethnic Studies **April 27 – 29, 2017**

Sponsored by the Department of Sociology
at the University of Tennessee, Knoxville

Critical race theory revolutionized the way scholars in multiple disciplines understand race and ethnicity in the United States and beyond. Unlike traditional racial and ethnic studies, which see race as less important than more “fundamental” categories of analysis such as class and ethnicity, critical race theory has provided piercing insights into the nature of racial categorization, racial hierarchy, racial privileges, social movement progress and backlash, and analytical concepts such as intersectionality.

Empirically, critical race theory helps to explain the deeply entrenched racial inequalities plaguing nearly every domain of social life—from prenatal differences in the rates of survival to reduced life expectancy of African Americans. Many scholars whose goals are not simply to describe the social world, but to help change in, have adopted critical race theory as a political project.

In line with this goal, organizers of the New Directions in Critical Race and Ethnic Studies conference invite scholars, activists, and practitioners to a conference inaugurating the new area of focus on critical race and ethnic studies in the Department of Sociology at the University of Tennessee, Knoxville.



More Information Available At:

<http://sociology.utk.edu/criticalrace/index.php>

ORGANIZERS

Stephanie Bohon
Michelle Christian
Robert J. Durán
Asafa Jalata
Victor Ray



Spotlight on *Social Problems*

Aims & Scope

Social Problems is the official publication of The Society for the Study of Social Problems and one of the most widely respected and read professional journals in the social sciences. This quarterly journal presents accessible, relevant, and innovative articles that uphold critical perspectives on contemporary social issues. Ultimately, *Social Problems* offers influential sociological findings and theories that have the ability to help us both better understand and better deal with our complex social environment.

The screenshot shows the journal's website with the following information:

- Impact Factor:** 1.291
- 5 year Impact Factor:** 2.373
- SSJ: Sociology:** 42 out of 142
- Editor:** Pamela Anne Quiroz
- Current Issue:** Volume 64, Issue 1, February 2017
- About the journal:** Social Problems is the official publication of The Society for the Study of Social Problems and one of the most widely respected and read professional journals in the social sciences...
- Altmetric data:** Available on all articles.
- Latest articles:**
 - After the Meltown: Explaining the Silence of Japanese Environmental Organizations on the Fukushima Nuclear Crisis
 - Globalizing Social Problems: An Agenda for the Twenty-First Century
 - Can a Flexibility/Support Initiative
- Most read:**
 - Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape
 - Body Projects of Young Women of Color in Physics: Intersections of Gender, Race, and Science
 - Police Use of Excessive Force in Minority Communities: A Test of the Minority
- Most cited:**
 - Respondent-Driven Sampling II: Deriving Valid Population Estimates from Chain-Referral Samples of Hidden Populations
 - Defeating Kyoto: The Conservative Movement's Impact on U.S. Climate Change Policy
 - What Do Low-Income Single Mothers
- Latest Tweets:**
 - Anne Frank and her family were also d... Perhaps you remember that we have be... washingtonpost.com





Why Should You Read *Social Problems*?



“*Social Problems* has a long history of doing public sociology—well over 60 years, way before the concept of “public sociology” became popularized. It continues to be one of the most prominent sociology journals that persistently calls attention to the plight of the poor, the voiceless, the disenfranchised, and folks on the margins of society. It remains the ‘go-to’ journal for linking sociological research to public discourse and public policy.”

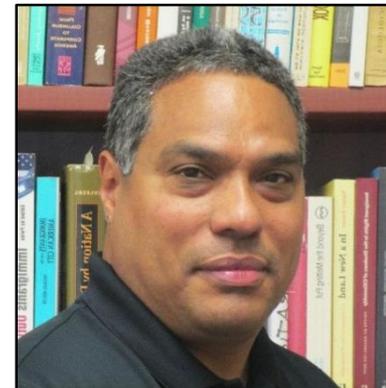
Rogelio Sáenz

*Dean of College of Public Policy and Mark G. Yudof Professor of Demography
at the University of Texas at San Antonio*

Social Problems is a journal with a conscience. Whereas most social science journals just focus on describing the world, it is also concerned with prescription; with what ought to be done to achieve class, gender, and racial justice in an unjust world. Because of this, this journal is more pluralistic than most top-ranked journals and is read widely by people at all levels in all kind of institutions. *Social Problems* remains a top venue for critical sociological scholarship.”

Eduardo Bonilla-Silva

*2017-2018 President of the American Sociological Association
and Professor of Sociology at Duke University*





"The Authors' Attic" is an installment of *Social Problems*, the official journal of the Society for the Study of Social Problems. It is a forum that provides authors an opportunity to discuss pressing and relevant social issues of our time. More information about "Social Problems" can be found here: <http://socpro.oxfordjournals.org/>.

***Social Problems* has a Vodcast Series featuring video abstracts with:**
(click the image below to be redirected to all the vodcasts)

"The Authors' Attic"



"The Authors' Attic" is a forum that provides authors an opportunity to discuss pressing and relevant social issues of our time.

[View all videos](#)



Dr. Dana M. Moss is the author of "Transnational Repression, Diaspora Mobilization, and the Case of The Arab Spring." (November 2016)



Dr. Ellis P. Monk, Jr. is the author of "The Consequences of "Race and Color" in Brazil." (August 2016)



Dr. Jessica Penwell Barnett is the author of "Stigma as Social Control: Gender-Based Violence Stigma, Life Chances, and Moral Order in Kenya." (August 2016)



“Imagining Possibilities: Humanists Connecting to Better Fight Oppression”

Association for Humanist Sociology
November 1-5, 2017
Havana, Cuba

The **Association for Humanist Sociology** was formed in 1976 by a group of sociologists, educators, scholars, and activists committed to social justice and the process of social change.

It is with this in mind that AHS has chosen to hold its annual conference in 2017 in **Havana, Cuba**. This will demand of us that we plunge headfirst into a process that will broaden our vision as academics and activists in the world as we commit ourselves ever more strongly to our original mission.

AHS will partner with the **Faculty of Latin American Social Scientists** at the University of Havana in this exciting adventure. We anticipate being joined by others who are hungry to engage in next level critical dialogue with like minds across myriad boundaries. The **conference theme** calls for us to examine how class, race, gender, and sexuality have been used over the past five centuries to establish and maintain inequalities around the world. As the concentration of wealth has expanded exponentially, conditions have developed that threaten the sustainability of our eco-system, the concept of community, and the survival of the human race. We believe that the importance of examining this set of developments with an eye toward moving in new directions cannot be overstated.

We encourage those who want to participate in this extraordinary event at this key moment in history to register early so that you can begin the process of arranging the necessary matters. Submissions related to the conference theme or more broadly to the AHS mission of equality and social justice should be sent to AHSCuba2017@gmail.com.



2016 DREM AWARDS

Work Recognized for Excellence





2016 Eduardo Bonilla-Silva Outstanding Book Award Winner

Despite the Best Intentions

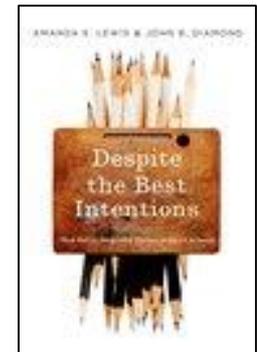
How Racial Inequality Thrives in Good Schools

by Amanda E. Lewis and John B. Diamond



On the surface, Riverview High School looks like the post-racial ideal. Serving an enviably affluent, diverse, and liberal district, the school is well-funded, its teachers are well-trained, and many of its students are high-achieving. Yet Riverview has not escaped the same unrelenting question that plagues schools throughout America: why is it that even when all of the circumstances seem right, black and Latina/o students continue to lag behind their peers?

Through five years' worth of interviews and data-gathering at Riverview, Lewis and Diamond have created a powerful and illuminating study of how the racial achievement gap continues to afflict American schools more than fifty years after the formal dismantling of segregation. As students progress from elementary school to middle school to high school, their level of academic achievement increasingly tracks along racial lines, with white and Asian students maintaining higher GPAs and standardized testing scores, taking more advanced classes, and attaining better college admission results than their black and Latina/o counterparts. Most research to date has focused on the role of poverty, family stability, and other external influences in explaining poor performance at school, especially in urban contexts. Diamond and Lewis instead situate their research in a suburban school, and look at what factors within the school itself could be causing the disparity. Most crucially, they challenge many common explanations of the "racial achievement gap," exploring what race actually means in this situation, and how it matters.





Kimberlé Crenshaw Outstanding Article Award



McGuffey, C. Shawn. 2013. "Rape and Racial Appraisals: Culture, Intersectionality, and Black Women's Accounts of Sexual Assault." *Du Bois Review* 10(1): 109-130.

Abstract

Using Black women's responses to same-race sexual assault, I demonstrate how scholars can use interpersonal violence to understand social processes and develop conceptual models. Specifically, I extend the concept of racial appraisal by shifting the focus from how indirect victims (e.g., family and friends) use race to appraise a traumatic event to how survivors themselves deploy race in the aftermath of rape. Relying on 111 interviews with Black women survivors in four cities, I analyze how race, gender, and class intersect and contour interpretations of sexual assault. I argue that African Americans in this study use racially inscribed cultural signifiers to root their understandings of rape within a racist social structure (i.e., a racial appraisal)—which they also perceive as sexist and, for some, classist—that encourages their silence about same-race sexual assault. African and Caribbean immigrants, however, often avoid the language of social structure in their rape accounts and use cultural references to distance themselves from African Americans. Last, I discuss the implications of my findings for Black feminist/intersectional theory.



Honorable Mention

Rugh, Jacob S., Len Albright, and Douglas S. Massey. 2015. "Race, Space, and Cumulative Disadvantage: A Case Study of the Subprime Lending Collapse." *Social Problems* 62(2): 186-218.



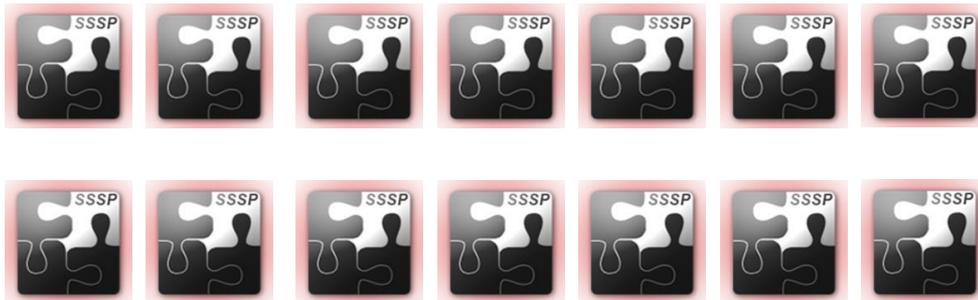


Graduate Student Paper Competition Winner

Li, Yao-Tai
University of California
at San Diego

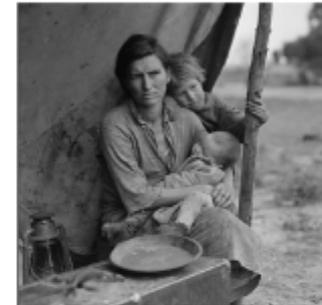


"Racial Micro-aggressions in the Labor Market and Workplace in Australia"



ANNOUNCING

**NARRATIVES IN THE WORLD OF SOCIAL PROBLEMS:
POWER, RESISTANCE, TRANSFORMATION**



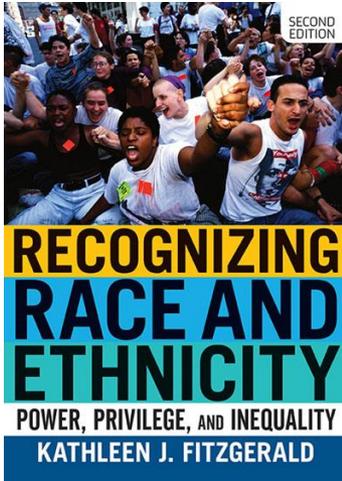
**The Society for the
Study of Social Problems
67th Annual Meeting
August 11-13, 2017
Montreal Bonaventure Hotel
Montreal, Quebec Canada**





Hot Off the Presses

Recent Member Books



Recognizing Race and Ethnicity: Power, Privilege, and Inequality (2nd Edition) by Kathleen J. Fitzgerald

Despite promising changes over the last century, race remains a central organizing principle in US society, a key arena of inequality, power, and privilege, and the subject of ongoing conflict and debate. In this second edition of *Recognizing Race and Ethnicity*, Kathleen J. Fitzgerald continues to examine the sociology of race and encourages students to think differently by challenging the notion that we are, or should even aspire to be, color-blind.

Fitzgerald considers how race manifests in both significant and obscure ways by looking across all racial/ethnic groups within the socio-historical context of institutions and arenas, rather than discussing each group by group. Incorporating recent research and contemporary theoretical perspectives, she guides students to examine racial ideologies and identities as well as structural racism; at the same time, she covers topics like popular culture, sports, and interracial relationships.

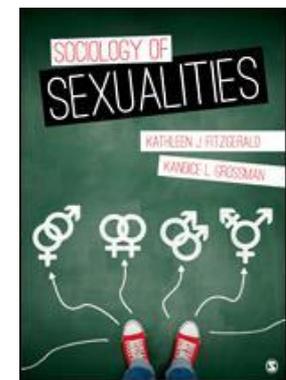
More information available at: <https://westviewpress.com/books/recognizing-race-and-ethnicity-february-2017/>

Sociology of Sexualities

by Kathleen J. Fitzgerald and Kandice L. Grossman

Sociology of Sexualities is the first comprehensive text to approach the study of sexuality from a sociological perspective. Drawing on the most up-to-date social scientific research on sexuality, it discusses fundamental concepts in the field and helps students integrate knowledge about sexuality into their larger understanding of society. Topics covered include the emergence of sexual identities, inequalities and discrimination faced by sexual and gender minorities, heterosexual and cisgender privilege, activism and mobilization to challenge such discrimination, the commodification of sexuality, and the ways sexuality operates in and through various institutions. Throughout the text, the authors show how sexuality intersects with other statuses and identities.

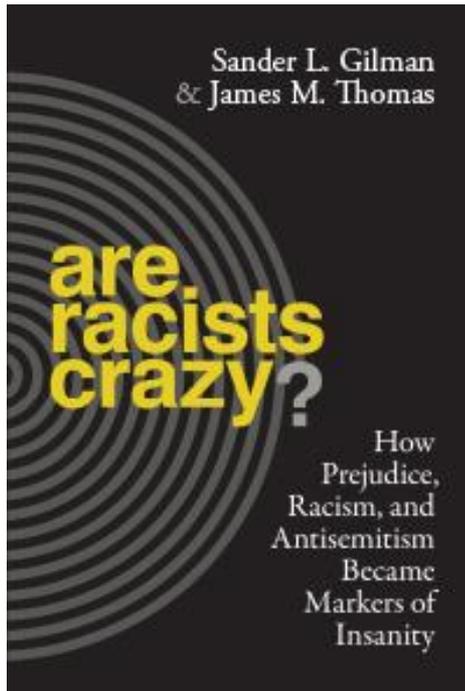
More info available at: <https://us.sagepub.com/en-us/nam/sociology-of-sexualities/book245443>





Hot Off the Presses

Recent Member Books



Are Racists Crazy?:

How Prejudice, Racism, and Antisemitism Became Markers of Insanity by Sander L. Gilman and James M. Thomas

In 2012, an interdisciplinary team of scientists at the University of Oxford reported that - based on their clinical experiment - the beta-blocker drug, Propranolol, could reduce implicit racial bias among its users. Shortly after the experiment, an article in Time Magazine cited the study, posing the question: Is racism becoming a mental illness? In *Are Racists Crazy?* Sander Gilman and James Thomas trace the idea of race and racism as psychopathological categories., from mid-19th century Europe, to contemporary America, up to the aforementioned clinical experiment at the University of Oxford, and ask a slightly different question than that posed by Time: How did racism become a mental illness? Using historical, archival, and content analysis, the authors provide a rich account of how the 19th century 'Sciences of Man' - including anthropology, medicine, and biology - used race as a means of defining psychopathology and how assertions about race and madness became embedded within disciplines that deal with mental health and illness.

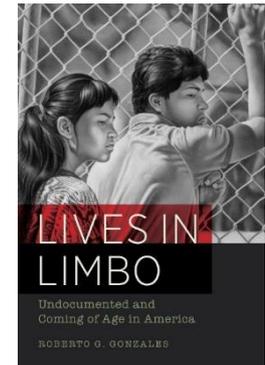
"Sander Gilman and James Thomas have provided a unique intellectual and political history of racial theorizing – and have generated a virtual 'cognitive road map' of how anti-Semitism as leitmotif has played such a powerful, even dominant role in the way scholars and researchers have approached the subject matter, whether in Europe, the United States, or South Africa. Few works even attempt to piece together so much material, while pulling a convincing thread through a sustained argument." —Troy Duster, author of *Backdoor to Eugenics*

More information available at: <http://nyupress.org/books/9781479856121/>.



Lives in Limbo: Undocumented and Coming of Age in America by Roberto G. Gonzales

Over two million of the nation's eleven million undocumented immigrants have lived in the United States since childhood. Due to a broken immigration system, they grow up to uncertain futures. Harvard Sociologist Roberto G. Gonzales explores the trajectories of two groups of differently achieving young adults: the college-goers, like Ricardo, who had good grades and a strong network of community support that propelled him to college and DREAM Act organizing but still landed in a factory job a few short years after graduation, and the early-exiters, like Gabriel, who failed to make meaningful connections in high school and started navigating dead-end jobs, immigration checkpoints, and a world narrowly circumscribed by legal limitations. Mining the results of an extraordinary twelve-year study that followed 150 undocumented young adults in Los Angeles, *Lives in Limbo* sheds light on the disastrous effects immigration policies have had on more than two million children coming of age in the United States. It powerfully shows the ways in which highly educated undocumented youth share similar work and life outcomes with their less-educated peers despite the fact that education is touted as the path to integration and success for immigrants in America. With powerful prose, *Lives in Limbo* questions the function of a system that integrates children into K-12 schools but ultimately denies them the rewards of their labor.



More information available at: <http://www.ucpress.edu/book.php?isbn=9780520287266>



socpro.oxfordjournals.org



Hear more from Roberto G. Gonzales about *Lives in Limbo* by **clicking the image to the left**. It redirects you to a special edition of "The Authors' Attic," a podcast installment brought to you by *Social Problems*.

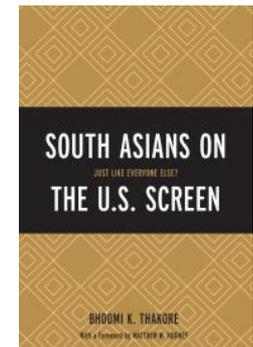


Race and Contention in Twenty-First Century U.S. Media edited by Jason A. Smith and Bhoomi K. Thakore

This volume explores and clarifies the complex intersection of race and media in the contemporary United States. Due to the changing dynamics of how racial politics are played out in the contemporary US (as seen with debates of the "post-racial" society), as well as the changing dynamics of the media itself ("new vs. old" media debates), an interrogation of the role of the media and its various institutions within this area of social inquiry is necessary. Contributors contend that race in the United States is dynamic, connected to social, economic, and political structures which are continually altering themselves. The book seeks to highlight the contested space that the media provides for changing dimensions of race, examining the ways that various representations can both hinder or promote positive racial views, considering media in relation to other institutions, and moving beyond thinking of media as a passive and singular institution. More information available at: <https://www.routledge.com/products/9781138937154>

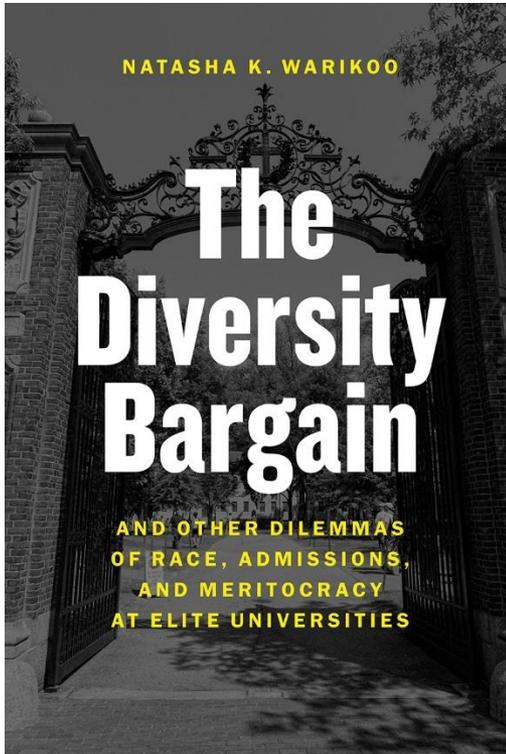
South Asians on the U.S. Screen: Just Like Everyone Else? by Bhoomi K. Thakore

How does the media influence society? How do media representations of South Asians, as racial and ethnic minorities, perpetuate stereotypes about this group? How do advancements in visual media, from creative storytelling to streaming technology, inform changing dynamics of all non-white media representations in the 21st century? Analyzing audience perceptions of South Asian characters from *The Simpsons*, *Slumdog Millionaire*, *Harold and Kumar*, *The Office*, *Parks and Recreation*, *The Big Bang Theory*, *Outsourced*, and many others, Bhoomi K. Thakore argues for the importance of understanding these representations as they influence the positioning of South Asians into the 21st century U.S. racial hierarchy. On one hand, increased acceptance of this group into the entertainment fold has informed audience perceptions of these characters as "just like everyone else." However, these images remain secondary on the U.S. Screen, and are limited in their ability to break out of traditional stereotypes. As a result, a normative and assimilated white American identity is privileged both on the Screen, and in our increasingly multicultural society. More information available at: <https://rowman.com/ISBN/9781498506571/#>





**The Diversity Bargain
And Other Dilemmas of Race, Admissions,
and Meritocracy at Elite Universities
by Natasha K. Warikoo**



We've heard plenty from politicians and experts on affirmative action and higher education, about how universities should intervene—if at all—to ensure a diverse but deserving student population. But what about those for whom these issues matter the most? In this book, Natasha K. Warikoo deeply explores how students themselves think about merit and race at a uniquely pivotal moment: after they have just won the most competitive game of their lives and gained admittance to one of the world's top universities.

What Warikoo uncovers—talking with both white students and students of color at Harvard, Brown, and Oxford—is absolutely illuminating; and some of it is positively shocking. As she shows, many elite white students understand the value of diversity abstractly, but they ignore the real problems that racial inequality causes and that diversity programs are meant to solve. They stand in fear of being labeled a racist, but they are quick to call foul should a diversity program appear at all to hamper their own chances for advancement. The most troubling result of this ambivalence is what she calls the “diversity bargain,” in which white students reluctantly agree with affirmative action as long as it benefits them by providing a diverse learning environment—racial diversity, in this way, is a commodity, a selling point on a brochure. And as Warikoo shows, universities play a big part in creating these situations. The way they talk about race on campus and the kinds of diversity programs they offer have a huge impact on student attitudes, shaping them either toward ambivalence or, in better cases, toward more productive and considerate understandings of racial difference.

Ultimately, this book demonstrates just how slippery the notions of race, merit, and privilege can be. In doing so, it asks important questions not just about college admissions but what the elite students who have succeeded at it—who will be the world's future leaders—will do with the social inequalities of the wider world.

More information available at: <http://www.press.uchicago.edu/ucp/books/book/chicago/D/bo24550619.html>.



Social Theory Forum

W.E.B. DuBois and the Color Line in the 21st Century: Continuity, Challenges, and New Directions

March 24th-25th, 2017

Sponsored by the Department of Sociology at the University of Massachusetts Boston

The Sociology Department at the University of Massachusetts Boston is excited to host a two-day conference March 24-25th, 2017. The theme of the 12th Social Theory Forum will center on interdisciplinary scholarship on race and the legacy of American sociologist W.E.B. DuBois. During his long and productive life as a scholar and activist, DuBois was instrumental in founding both the Atlanta school of sociology and the NAACP, and developed theories, research methodologies, and approaches to political organizing. The 12th Social Theory Forum provides an important opportunity to revisit and extend DuBois's work on race.

More information is available at: https://www.umb.edu/academics/cla/sociology/research/social_theory_forum



New Positions, Moves, and/or Promotions

Asad Asad has accepted the position of Assistant Professor of Sociology at the University of Michigan beginning the Fall of 2017.

Ellen Berrey joined the faculty of the Department of Sociology at the University of Toronto during the Fall of 2016.

Jessica Cook was conferred her PhD from the University of Illinois at Chicago during the Fall of 2016. In August, she began serving as Director of the Labor Education Center at DePaul University.

David G. Embrick was elected the next Vice President of the Society for the Study of Social Problems. His official term begins at the Meetings in 2017.

Jeffrey Gardner has accepted the position of Assistant Professor of Sociology at Sam Houston State University beginning the Fall of 2017.

Kasey Henricks has accepted the position of Assistant Professor of Sociology at the University of Tennessee beginning the Fall of 2017.

Heather A. O'Connell has accepted the position of Assistant Professor of Sociology at Louisiana State University beginning the Fall of 2017.

Robert Reece has accepted the position of Assistant Professor of Sociology at the University of Texas beginning the Fall of 2017.



Awards

The Enigma of Diversity: The Language of Race and the Limits of Racial Justice (University of Chicago Press, 2015), written by **Ellen Berrey**, received numerous awards, including the 2016 Herbert Jacob Book Prize, Law & Society Association; 2016 Distinguished Book Prize, Sociology of Law section, American Sociological Association; and 2016 Mary Douglas Book Prize Honorable Mention, Sociology of Culture section, American Sociological Association. The book also was selected for Author-Meets-Critics sessions at meetings of the American Sociological Association (2016), Law & Society Association (2016), and Eastern Sociological Society (2017) and identified as an Exemplary Law Book of 2015 by Green Bag Almanac and Reader.

Michelle Brown was recognized as the 2016 Critical Criminologist of the Year by the American Society of Criminology.

Patricia E. Campie and **Anthony A. Peguero** (Co-Principal Investigators) were awarded \$4,964,124 by the National Institute of Justice (teaming agreement with the American Institutes for Research) for their project entitled “Examining the School and Community Contexts that Contribute to the Root Causes and Prevention of School Violence in Rural, Urban, and Large County School districts in California.”

Janet Garcia is recipient of the 2016 Racial/Ethnic Minority Graduate Scholarship awarded by the Society for the Study of Social Problems.

The Color of Love: Racial Features, Stigma, and Socialization in Black Brazilian Families (University of Texas Press, 2015), written by **Elizabeth Hordge-Freeman**, received the Book Award sponsored by the Section on Emotions of the American Sociological Association.

Matthew W. Hughey received the 2016 Helena Znaniecki Lopata Mentoring Excellence Award from the Society for the Study of Symbolic Interaction.



Matthew W. Hughey was awarded a fellowship for Spring 2017 from the Public Discourse Project of the Humanities Institute at the University of Connecticut, which will allow him time to continue his ethnographic studies of all-white groups.

Miner P. “Trey” Marchbanks III, **Anthony A. Peguero**, and Jamilia Blake (Co-Principal Investigators) were awarded \$776,949 by the National Institute of Justice (teaming agreement with Texas A&M University) for their project entitled “Assessing the Role of Immigration in the Linkage between School Safety, Education, and Juvenile Justice Contact.”

Gloria P. Martínez-Ramos received the Texas State President’s Excellence in Diversity Award 2016 and College of Liberal Arts Excellence in Teaching Award, 2016

Reuben J. Miller was named a member of the Institute for Advanced Study during the 2016-2017 academic year.

Anthony A. Peguero (Principle Investigator) was awarded \$124,492 by the National Science Foundation for his project entitled “School Safety, Security, and Educational Progress: Examining Educational Inequalities Associated with Race, Ethnicity, and Immigration.”

Anthony A. Peguero is the winner of the Academy of Criminal Justice Sciences, Juvenile Justice Section, Tory J. Caeti Outstanding Young Scholar Award.

Crook County: Racism and Injustice in America’s Largest Criminal Court (Stanford University Press, 2016), written by **Nicole Gonzalez Van Cleve**, was nominated for an NAACP Image Award for Outstanding Literary Work by a Debut Author.



Articles and Book Chapters

Carlson, Jennifer. 2016. "[Moral Panic, Moral Breach: Bernhard Goetz, George Zimmerman, and Racialized News Reporting in Contested Cases of Self-Defense.](#)" *Social Problems*.

Feliciano, Cynthia. 2016. "[Shades of Race: How Phenotype and Observer Characteristics Shape Racial Classification.](#)" *American Behavioral Scientist*.

Freiberg, Fred and Gregory D. Squires, 2015. "[Changing Contexts and New Directions for the Use of Testing.](#)" *Cityscape*.

Fitzgerald, Kathleen J. Forthcoming. "Understanding Racialized Homophobic and Transphobic Violence." In [Violence against Black Bodies](#). Sandra Weissinger, Elwood Watson, and Dwayne Mack, Editors. New York: Routledge.

Fitzgerald, Kathleen J. 2016. "Study of Low-Wage Work in the State of Mississippi: Enhancing Opportunities for Families." In collaboration with the Jesuit Social Research Institute of Loyola University New Orleans. Oxfam America.

Garcia, Janet. 2016. "[Understanding the Lives of Mothers after Incarceration: Moving Beyond Socially Constructed Definitions of Motherhood.](#)" *Sociology Compass*.

Gonzalez-Sobrino, Bianca and Matthew W. Hughey. "[All the Puertorriqueñidad that's Fit to Print: UnAmerican Racial Citizens in The New York Times \(1948-1958\).](#)" *Critical Sociology*.

Hughey, Matthew W., Jordan Rees, Devon R. Goss, Michael Rosino, and Emma Lesser. Forthcoming. "Making Everyday Microaggressions: An Exploratory Experimental Vignette Study on the Presence and Power of Racial Microaggressions" *Sociological Inquiry*.



- Laybourn, Wendy, Devon R. Goss, and Matthew W. Hughey. 2016. "[‘You’re either one of us or you’re not’: Racial Hierarchy and Non-Black Members of Black Greek-Letter Organizations.](#)" *Sociology of Race and Ethnicity*.
- Lozano, Yvonne., Gloria P. Martínez-Ramos, and Maura Pilotti. 2016. "[Assessing Caregivers’ Needs in the Workplace: A Pilot Study](#)" *Educational Gerontology*.
- Love, Adam, Bianca Gonzalez-Sobrin, and Matthew W. Hughey. 2016. "[Excessive Celebration? The Racialization of Recruiting Commitments on College Football Internet Message Boards.](#)" *Sociology of Sport Journal*.
- McMillan Cottom, Tressie. 2015. "[‘Who Do You Think You Are?’: When Marginality Meets Academic Microcelebrity.](#)" *Gender, New Media & Technology*.
- Rosino, Michael and Matthew W. Hughey. 2016. "[Speaking through Silence: Racial Discourse and Identity Construction in Mass Mediated Debates on the ‘War on Drugs’.](#)" *Social Currents*.
- Rugh, Jacob S. and Matthew Hall. 2016. "[Deporting the American Dream: Immigration Enforcement and Latino Foreclosures.](#)" *Sociological Science*.
- Smith, Jason A. 2016. "[Mutating Minorities: White Racial Framing and Group Positioning.](#)" In: *The X-Men Films: A Cultural Analysis*, edited by C. Bucciferro. Rowman & Littlefield.
- Villarreal, Koreena, David C. Wiley, Jeff Housman, and Gloria P. Martínez-Ramos. 2016. "[Attitudes About Partner Communication Regarding Contraceptive Use Among Hispanic Male College Students.](#)" *The Journal of American College Health*.
- Weiner, Melissa F. 2016. "[Colonized Curriculum: Racializing Discourses of Africa and Africans in Dutch Primary School History Textbooks.](#)" *Sociology of Race and Ethnicity*.



In the News and Popular Media

Recent work by **Jacob S. Rugh** and **Matt Hall** on the effect mass deportation has on the housing market was featured in *The New York Times*. It press coverage can be viewed at the following link:

<https://www.nytimes.com/2016/12/08/upshot/why-more-mass-deportations-would-be-bad-news-for-the-housing-market.html>.

Elizabeth Hordge-Freeman participated in a TEDx talk Presentation for her book, *The Color of Love: Racial Features, Stigma, and Socialization in Black Brazilian Families* (University of Texas Press, 2015). It can be viewed at the following link: https://www.youtube.com/watch?v=eolZFz5a_dQ.

Social Media Spotlight



WWW.FACEBOOK.COM/CONDITIONALLYACCEPTED



Call for Submissions

Humanity & Society – Media Reviews

Recognizing the multiple modalities of communication and how presentations enhance our sociological understanding of the complex realities of the 21st century, the journal *Humanity & Society* (<http://has.sagepub.com/>) seeks authors for Media Reviews. We invite reviewers of critical messages in popular films, television shows, documentaries, multimedia presentations, video games, and other forms of media. Written submissions should be approximately 1,000 words. The journal welcomes reviewers from diverse backgrounds and with diverse perspectives, including activists, graduate students, and practitioners in fields other than sociology. To review for *Humanity & Society*, please contact the Media Review Editor, Bhoomi K. Thakore, with your background information and suggested review topic at bhoomi.thakore@elmhurst.edu.

Call for Blog Posts: Sexual Violence in Higher Education

ConditionallyAccepted.com — a weekly career advice column for marginalized scholars on InsideHigherEd (<http://bit.ly/2e2vk0v>) — welcomes blog posts about sexual assault, rape, stalking, intimate partner violence, and sexual harassment in higher education. We are especially interested in reflections on sexual violence as a manifestation of systems of oppression other than sexism (like racism, classism) and at the intersections among systems of oppression; in addition, we are interested in featuring essays on sexual violence perpetrated against women of color, fat and plus-size people, LGBTQ+ people, and people with disabilities. See the full call for blog posts here: <https://conditionallyaccepted.com/2016/10/04/sexual-violence/>. Blog posts should range between 750-1,250 words and be written for a broad academic audience. We pay \$200 per post (if accepted). Please email pitches or full blog posts to conditionally.accepted@insidehighered.com.



Call for Participation

Survey for Underrepresented Minority Scholars in Sociology and Economics, 1995-2006 PhD Cohorts

Staff and members of the Advisory Committee from the ongoing ASA research project, titled “Science of Broadening Participation: Stratification in Academic Career Trajectories,” have sent out an online survey this fall to learn about scholarly relationships and departmental networks available to underrepresented minority (URM) scholars in pursuing academic careers. Funded by the National Science Foundation (NSF), a major purpose of the project is to measure specific aspects of the stratification processes and outcomes that create or re-create inequalities in the academic career trajectories of URM scholars in two disciplines: sociology and economics. The study is led at ASA by Roberta Spalter-Roth (PI) and Jean H. Shin (co-PI), with a co-PI in economics, Marie T. Mora at the University of Texas-Rio Grande Valley.

The project seeks to better examine the experiences of NSF-defined URM scholars in sociology and economics—in particular black and Latino scholars from the 1995-2006 PhD cohorts—as they vary by gender. These cohorts were chosen because all have had enough time by standard definitions to become Associate Professors and some have had time to become Full Professors. In order to address concerns and issues raised by URM scholars, we need to amass findings about the daily struggles, successes, and constraints experienced. More information can be found here:

<http://www.asanet.org/research-publications/research-sociology/research-projects/urm-scholars-sociology-and-economics>





Call for Papers

African and Black Diaspora (ABD): An International Journal (Routledge)

Second Generation African Immigrants: Identity and Transnationalism in the United States

In the half a century since the passage of the Immigration and Nationality Act of 1965, close to 1.4 million black African immigrants have come to the United States (Pew Research Center 2015). In fact, Africans make up 36% of the overall foreign-born black population, up from 24% in 2000 and their numbers are growing steadily. Nevertheless, in proportion to its growing size, the New African Diaspora in the United States, particularly the second generation constitutes one of the least studied groups. Much of the existing research has focused on the second generation whose parents came from Latin America, Asia, and the Caribbean.

In seeking to redress this dearth of scholarship on this growing segment of the U.S population, the guest editors of this special issue of ABD seek articles on the lives and experiences of second generation African immigrants to provide insight into the intersection of immigrant cultures and mainstream expectations, as this group seeks to define and redefine being and becoming American. We are specifically interested in theoretically oriented and empirically based research that explores issues of racial and ethnic identity, transnationalism, economic, professional and social attainment.

We are especially interested in papers that address one or more of the following questions:

- What structural factors and inequalities, political dynamics, cultural and social processes affect the ethnic, racial and other identities that have developed among the African immigrant second generation?
- How do generation, gender, race, class and parents' national-origin status affect the identity formation of second generation African immigrants?
- How do second generation African immigrants understand and navigate racial identities? In particular, how do they view themselves in relationship to African Americans and others who self-identify as black?



- Do they accept established categories of racial identity? How do they interpret, negotiate, reconcile or contest their ethnic and racial identities? And in what ways do these things create new dimensions of on-going debates about race in the U.S?
- What are the socio-economic achievements of the second generation, especially in relation to their parents and other social groups?
- What kind of transnational practices and engagements characterize the lives of the African immigrant second generation? For instance, how does the new second generation of African immigrants build upon, expand or diverge from the transnational experiences of their parents?
- What notions of self and values do they transmit to their children?

Prospective authors should submit an Abstract (250-300 words in length) by February 15, 2017. Authors should send their abstract attached as a word document to the guest editors: Please be sure to include the following: full name, institutional affiliation, contact information (email and contact mailing address). Notices of acceptance of abstracts will be sent to authors by March 15h, 2017.

Paper (6000-8000 words) must be submitted by August 30, 2017 for peer-review for special issue of the journal, African and Black Diaspora, and for consideration for presentation at the 60TH Annual Meeting of the African Studies Association to be held in Chicago, IL (November 15-19 2017).

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Call for Applicants

University of Hawai'i at Mānoa: Department Of Ethnic Studies, African American Studies Specialist

Assistant Professor, African American Studies, position 82681, 9-month appointment, permanent, tenure-track, general funds, full time in the Dept. of Ethnic Studies, University of Hawaii at Manoa to begin August 1, 2017, pending position clearance and availability of funds.

Duties: Teach undergraduate courses in Ethnic Studies on African American history and contemporary social, cultural, economic and political issues in African American communities in the continental United States and Hawai'i; race theory; contemporary African diasporas in comparative perspective; popular culture, and other courses as needed. Advise and mentor undergraduate students. Develop and sustain community-based partnerships. Seek extramural funding. The successful candidate shall maintain an active program of research and scholarly publication that integrates innovative theoretical analyses with empirical work, and contribute to the Oceanic focus of the Ethnic Studies Department and the University's excellence in Hawaiian, Asian, and Pacific studies. Other duties as assigned.

Minimum Qualifications: Earned PhD degree in ethnic studies, social sciences or humanities by July 31, 2017. Demonstrated ability to teach and conduct research on African American history and contemporary social, cultural, economic and political issues in African American communities. Evidence of excellent research and writing productivity; involvement in African American communities; and mentorship of undergraduate students with diverse backgrounds and experiences. Ability to contribute to the Oceanic focus of the Ethnic Studies Department. Ability to work collaboratively with diverse faculty.

Salary Range: Salary commensurate with qualifications and experience.



Desirable Qualifications: Strong track record of university-level teaching, and publication related to African American history and contemporary issues, race theory, the African diaspora, and Black popular culture. Evidence of commitment to research and teaching on racialization and Blackness in Hawai'i and the Pacific.

To Apply: Please visit this website: <http://surveys.socialsciences.hawaii.edu/ework/> and upload a cover letter indicating how you satisfy the minimum and desirable qualifications; a curriculum vitae; a sample of scholarly work (no more than 8,000 words); and official transcripts (copies are acceptable; however, official transcripts will be required upon hire).

Arrange to have three position-specific letters of recommendation from academics addressed to: Monisha Das Gupta, Chair, Department of Ethnic Studies, University of Hawai'i at Manoa, George Hall 301, 2560 Campus Road, Honolulu, HI 96822 and emailed to eschair@hawaii.edu. Application materials will not be returned.

Closing Date: Review of applications will begin January 10, 2017, and will continue until the position is filled. Complete applications received by that date will be given priority. The University of Hawai'i is an Equal Employment/Affirmative Action Employer.

Inquiries: Monisha Das Gupta (808) 956-2914, eschair@hawaii.edu

Dr. Monisha Das Gupta
Professor, Departments of Ethnic Studies and Women's Studies
Chair, Department of Ethnic Studies
306 George Hall
University of Hawai'i at Mānoa



A REQUEST FROM JOEL BEST: BE A MEETING MENTOR!



Each year, SSSP has lots of students and new members sign up for its meeting mentoring program. But the only way people can offer to be mentors is when they register for the meeting, and it's easy for folks to forget to do that, so there aren't enough volunteers. Because there aren't enough mentors, it is hard to match the interests of willing mentors with people who want mentoring.

I'm chairing the Lee Student Support Fund Committee (the group in charge of the mentoring program). I want to locate willing mentors from all of SSSP divisions. If you are planning to attend next year's meeting in Montreal, and if you'd be willing to serve as a mentor, please send me an email. In your message, list the divisions that interest you. I'll save your information and, next summer, I'll try and identify (hopefully no more than one or two) mentees who share your interests.

I've been a mentor every year since the program started, and I continue to keep in touch with some of those people. It is a great program, but we need your help to make it stronger.

Thanks,

Joel Best (joelbest@udel.edu)



DREM NEEDS A NEW NEWSLETTER EDITOR

Thanks to all of you who read our newsletter, as well as everyone who contributed to it. Looking ahead, the division is seeking a new newsletter editor beginning the 2017-2018 academic year. Duties for this role include the following:

- Working with the Division Chairs to develop and budget content
- Soliciting calls for material and/or membership participation
- Creating up to 3 issues per year and coordinating the timeline with SSSP administration

It's a wonderful opportunity for those of you interested in increasing your involvement with the society, networking with those in your field, and sharpening your presentation skills. Feel free to contact me if you'd like further information.

In hope, peace, and struggle,

Kasey Henricks, kaseyh@uic.edu



Kasey Henricks,
University of Illinois at Chicago



Another Sociology is Possible!



A hearty congrats to
Eduardo Bonilla-Silva,
President-Elect of the
American Sociological Association