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## The February 2017 Newsletter Issue

As sociologists and scholars in the area of inequality, poverty, and mobility, we would be remiss not to acknowledge the current situation in the United States. In studying what we do, many of us know so many details about the daily struggles that members of less powerful groups face on a regular basis. We also understand how systems and policies support such structures of inequality. Yet, despite having so much research on these topics, threats to equality and human rights continue. Research, facts, and science are ignored and it seems as though conducting good research and sharing it with the public is only going to get harder.

What is a sociologist to do in such a situation? This looming question remains.

We, therefore, welcome pieces and commentary discussing the implications of the policies being enacted by the current administration for sociological research. For those of you looking for a discussion right now, [The Society Pages](#) has a wonderful collection of reflections on the election. The ASA has also issued a [Statement Concerning the New Administration's Recent and Future Activities](#).

In the IPM newsletter, we will continue to share news of members' research and work, which is now more important than ever. This month we have a wonderful *My Two Cents* piece by Syndee Knight. Dr. Knight addresses the implications of mass incarceration for families in rural Kentucky and discusses the Art Behind Bars program, which brings together students, artists, and inmates. Our *Junior Faculty Spotlight* highlights Michael Gaddis' work on racial discrimination and audit study methodologies. The *IPM Dialogue* offers suggestions for breaking through writer's block. And, don't forget about the *IPM Section Award Nominations*.

As always, please send your *IPM Dialogue* responses, along with any comments, thoughts, and potential contributions, to: [ipmsection.news@gmail.com](mailto:ipmsection.news@gmail.com). We look forward to hearing from you!

— The IPM Newsletter Committee  
(Michelle, Carmen, Chris, Jessica, and Lauren)

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### In This Issue...

- My Two Cents
- Junior Faculty Spotlight
- 2017 IPM Section Call for Awards
- Work in Progress
- IPM Dialogue
- Recent Books from Members
- Recent Publications from Members
- Member News and Notes
- Conferences, Papers, and Proposals
- Job Postings

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## My Two Cents

### Children of the Imprisonment Binge in the College Classroom



by Syndee Knight

Mass incarceration, the widespread use of imprisonment that has occurred in the United States, is often discussed in relation to inner cities and poor minority males. There is no question that African American families have been disproportionately impacted by the imprisonment binge, but hiding within the statistics is another group for which jail and prison have become an expected part of life. People in economically distressed rural counties scattered across the country have also felt the grip of the punitive state (Keller and Pearce 2016, Vera Institute of Justice 2015). The area where I live and work has been especially hard hit. Last year the Annie E. Casey Foundation released a report noting that the percentage of children in Kentucky who have had a parent behind bars is twice the national average and the highest in the nation. In 2014 despite having a crime rate that was 15% lower than the national average, the prison population in Kentucky was 21% above the average. Rural counties in Kentucky occupied six spots in the top twenty counties with the highest incarceration rates in the nation. This is not surprising given the highly unequal sentences handed down across counties where first time offenders convicted of making meth in Jefferson County (Louisville) get suspended sentences and in Carroll County go to prison for 10 years (Wolfson 2016).

It is against this backdrop that I naïvely introduced students in my Sociology of the Family class to "Alex," the Sesame Street muppet who has a father serving time in prison. Despite the fact that I knew that the demographics of my students mirror those most likely to have had a parent in jail or prison at some point in their lives, I momentarily forgot just how long the imprisonment binge has been going on. I was quickly reminded. A few students boldly shared with the class their experiences visiting a parent, brother, or sister in prison or explained how their mother had assumed responsibility for a sibling's child when they were sent away. Other students confided in me privately, and I am sure a few kept their secret to themselves. It was a much needed reminder that the dark shadow of parental incarceration does not disappear when a student is no longer a young child. Many continue to deal with this childhood trauma and the ripple effects—and they are sitting in our classrooms. This experience set into motion a unique partnership that brings sociological insights to life and at the same time develops important skills students need for civic engagement.



In the fall of 2016 my students participated in a program called *Art Behind Bars*. Each week a group of students accompanied artists to two local detention centers (jails) to work with female inmates on art projects. At the same time a parallel program for all area children and their parents or caregivers ran at a public library. With their permission special invitations were sent to encourage caregivers to bring the incarcerated women's children to the library program. *Art Behind Bars* had several goals including: strengthening community support for arts programming in detention centers, to improve conditions for women in detention centers through art, to help participants discover a creative outlet, and to encourage participants to consider their own ideas about social justice. Our long term goal however is to provide a connection to a broader social network and support for both the women and their children. We envision people from a variety of backgrounds participating in the children's art program and unlike some library programs this is ran like a family program. Parents stay with their children and they work together on whatever the activity is for that week. Our hope is that as women are released from the detention center and resume caregiving they will bring their children to the library program. Importantly, women will already know the student volunteers as they will have met them through participation in *Art Behind Bars* while

incarcerated. The students will be the constant, the link that makes the women feel included in the larger group, and eventually social and cultural capital will develop. While it is too early to know if this goal will be met, we are encouraged by the level of participation so far.



While students participated in *Art Behind Bars* they were also reading sociological research papers and instead of just being words on a page that might prove useful someday the words had a here and now relevancy. In addition to applying sociological knowledge in their work at the detention centers and with the children, students were also challenged to imagine how the community could address some of the social conditions that led women to jail. While poverty and unemployment are key concerns, students were cautioned to focus on concrete smaller pieces of troubles that we could use existing resources to address. In teams students collaborated to write a community solutions proposal. They examined approaches to similar problems in other communities in the United States and around the world. They developed strategies to determine why those ideas worked elsewhere and why we might expect them to work here. We worked through the entire process of how to go about getting our voices heard including preparing students to present their reports to stakeholders. In the coming year we will be making efforts to actually implement the students' ideas which range from launching CASA (Court Appointment Special Advocates) to a version of Team Impact (similar to Big Brother, Big Sisters except an entire sports team plays the role of big brother or sister) and of course Arts Behind Bars will continue.

As educators we seek to teach our students to make connections between biography and history. The students in my Sociology of the Family course certainly made that connection, but it seemed that just could not be the stopping point. Students needed to learn how to harness the power of sociological research and become advocates in changing the issues that in many ways continued to shape their lives. This project brought together not only students with first-hand experiences in the impact of mass incarceration on families, but also criminal justice students who in their words "learned to see criminals as people" who but with a small twist of fate would have been classmates.



**Syndee Knight** is an Assistant Professor of Sociology at Union College in Kentucky.

#### References:

- Annie E. Casey Foundation. 2016. "A Shared Sentence: The Devastating Toll of Parental Incarceration on Kids, Families and Communities." Baltimore, MD: [Annie E. Casey Foundation](#).
- Keller, Josh and Adam Pearce. 2016. "This Small Indiana County Sends More People to Prison than San Francisco and Durham, N.C. combined. Why?." *New York Times*. September 2.
- Subramanian, Ram, Christian Henrichson, and Jacob Kang-Brown. 2015. *In Our Own Backyard: Confronting Growth and Disparities in American Jails*. New York, NY: [Vera Institute of Justice](#).
- Wolfson, Andrew. 2016. "Unequal Justice: KY Counties' Prison Rates Vary," *Louisville Courier-Journal*.

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## Junior Faculty Spotlight

### Michael Gaddis, Pennsylvania State University



#### What excites you most about your work right now?

A big part of my research agenda focuses on racial discrimination. This is a very tricky topic to study because detection requires deception via correspondence audit studies. Recently, I have focused on improving the method through (a) survey experiments to examine the validity of racial signals sent through names and (b) collaboration with a number of fantastic scholars to write the first ever book on the audit method. I have also worked to combine a correspondence audit with a survey experiment to examine the existence of and reasons for racial discrimination among Millennials (with colleague Raj Ghoshal). Finally, I have an on-going survey experiment examining an inversion of the hierarchy of the minority threat hypothesis among highly educated respondents. All of this work excites me because I am an experimental methods nerd at heart and I am fascinated with pushing the boundaries of what we have learned from those before us.

#### What's the best paper or book you've read recently, and why do you like/love it?

I have a three-way tie. 1. Aldon Morris' *The Scholar Denied* because it's a wonderful teaching tool for graduate-level race courses (among others) and because of the raw emotions it brought out at ASA in Seattle. 2. Matthew Desmond's *Evicted* because he's a great writer and he has gone to great lengths to really understand a topic that had previously received very little academic attention. 3. Devah Pager's recent *Sociological Science* article because it's simple but elegant.

#### What has surprised you most about life after grad school?

How many more things I have to do now. Being an assistant professor is primarily about managing your time well and learning when to say no.

**S. Michael Gaddis** is an Assistant Professor of Sociology and Demography at the Pennsylvania State University. He received a PhD in sociology from the University of North Carolina and was a Robert Wood Johnson Scholar in Health Policy Research at the University of Michigan. His primary research interests include inequality, race and ethnicity, education, and experimental methods. He is the editor of and a contributor to *Audit Studies: Behind the Scenes with Theory, Method, and Nuance*, due out from Springer in 2017.

#### Recent Publications:

Gaddis, S. Michael. 2016. "How Black are Lakisha and Jamal? The Effects of Name Perception and Selection on Social Science Measurement of Racial Discrimination." *Working paper available at Social Science Research Network* [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2807176](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2807176)

Gaddis, S. Michael, and Raj Andrew Ghoshal. 2015. "Finding a Roommate on Craigslist: An Audit Study of Racial Discrimination and Residential Segregation." *Working paper available at Social Science Research Network* [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2605853](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2605853)

Gaddis, S. Michael. 2015. "Discrimination in the Credential Society: An Audit Study of Race and College Selectivity in the Labor Market." *Social Forces* 93(4):1451-79. [doi:10.1093/sf/sou1111](https://doi.org/10.1093/sf/sou1111)

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## 2017 IPM Section Award Nominations

### **Section on Inequality, Poverty and Mobility Outstanding Book Award**

Awarded annually for a book published in the three calendar years preceding the ASA annual meeting at which the award is bestowed.

*Award Committee Chair:* Jacqueline Hagan, University of North Carolina (email: [jhagan@unc.edu](mailto:jhagan@unc.edu))

### **Section on Inequality, Poverty and Mobility Outstanding Article Award**

Sponsored annually for an article published in the calendar year preceding the ASA annual meetings.

*Award Committee Chair:* Lauren Rivera, Northwestern (email: [rivera@kellogg.northwestern.edu](mailto:rivera@kellogg.northwestern.edu))

### **Section on Inequality, Poverty and Mobility Outstanding Graduate Student Paper Award**

Sponsored annually for a graduate student paper presented at a professional conference during the calendar year preceding the ASA annual meetings or published during the same time period.

*Award Committee Chair:* Maude Pugliese, McGill University (email: [maude.pugliese@mcgill.ca](mailto:maude.pugliese@mcgill.ca))

### **Section on Inequality, Poverty and Mobility's Robert M. Hauser Distinguished Scholar Award**

Awarded annually to mark and celebrate the field's most fundamental accomplishments.

*Award Committee Chair:* Jennie E. Brand, UCLA (email: [brand@soc.ucla.edu](mailto:brand@soc.ucla.edu))

### **Section on Inequality, Poverty and Mobility's William Julius Wilson Early Career Award**

Awarded annually to recognize a scholar who has made major contributions early in his/her career. Persons who received their highest degree within the previous ten years shall be eligible to receive this award.

*Award Committee Chair:* Jennie E. Brand, UCLA (email: [brand@soc.ucla.edu](mailto:brand@soc.ucla.edu))

All Awards have a deadline of **March 1, 2017**.

Please note that all nominees must be registered members of the ASA to be considered for section awards.

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## Work in Progress

### Work in Progress blog, co-sponsored OOW, Econ Soc, LLM, & IPM

Work in Progress is a joint project co-sponsored by the following four kindred ASA sections:

- Organizations, Occupations and Work
- Economic Sociology
- Labor and Labor Movements
- Inequality, Poverty and Mobility.

Work in Progress is a public sociology blog intended to disseminate sociological research and findings to the general public, with a particular emphasis on contributing to policy debates. After considering a number of names intended to strike a balance between covering the breadth of focus of the four sections while not overloading on specific terms, the editorial team decided on the following:

### Work in Progress: Short-form sociology on the economy, work and inequality

We call it short-form sociology: substantially shorter than the traditional formats of academia - books and journal articles - yet distinct from personal blogs, specialist blogs and more informal blogs in having an editorial team and a focus on polished, analytical articles written in accessible language. The typical length is around 800-1,200 words.

The editorial team includes eight members, with representatives from each of the four Sections. The blog is followed on Twitter by reporters from the New York Times, Washington Post, NPR, MSNBC, BBC and many other outlets.

The current web address is <http://workinprogress.oowsection.org/>

We will soon be available at <http://WIPsociology.org>

**Call for Submissions:** We will publish summaries of all books recently published by Section members. Additionally, we invite proposals for three types of short-form article: research findings (from your own study or summarizing the findings of others), news analysis, and commentary. Interested authors should send a proposed title and topic (one paragraph maximum) to Matt Vidal ([matt.vidal@kcl.ac.uk](mailto:matt.vidal@kcl.ac.uk)). The WIP Editorial Team will decide whether to invite a full submission.

### Latest from Work in Progress

- [Going back in time? Gender differences in trends and sources of the racial pay gap, 1970 to 2010](#) (Hadas Mandel and Moshe Semyonov)
- [Finding moral order in flexible times](#) (Benjamin H. Snyder)
- [Trump honed his appeal selling financial success books](#) (Daniel Fridman)
- [How real estate agents manage homebuyer's emotions and reshape preferences](#) (Max Besbris)
- [The intergenerational transmission of college selectivity](#) (Karly Ford and Jason Thompson)
- [Economics is more ideological than economists think](#) (Tod Van Gunten)
- [On the politics of economic inequality](#) (David Jacobs)

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## IPM Dialogue

IPM Dialogue presents students with the opportunity to ask questions and receive answers from more seasoned members, who will volunteer their responses. The column aims to help IPM members develop intellectually and professionally.

**February Topic:** “How do you deal with writer’s block?”

### Breaking Through Writer’s Block

Each of us will experience writer’s block sometime during our careers, and although it seems like wasted time, writer’s block is an opportunity to improve your writing practice. Below, we have gathered strategies and recommended resources to help you to get writing and to keep writing!

#### Strategies To Try Now:

- At the beginning of the week, set daily writing goals and set aside the week’s writing blocks. Remember that setting aside even a short amount of time each day will advance your projects, while not writing has the opposite outcome.
- When setting daily writing goals, do so in terms of the ideas you want to explore instead of the amount that you want to write. This will allow you to subconsciously play with the idea before you sit down to write.
- Track your writing hours in a log so that you can see your effort despite the fact that the final product might be months away. Make sure to check off your daily writing goal for the same reason.
- Although you should treat your writing blocks as sacred, writing blocks can entail any activities that advance your project such as background reading, outlining, other prewriting activities, and reading about writing!
- Avoid staring at the screen! If you are not writing during your writing block, switch to a prewriting task, such as: actively reading, taking useful notes on read texts, reformulating notes into thematic building blocks that can be regrouped later, writing a succinct focus statement for the project or part of the project, creating a one-page outline, developing a longer outline that includes references and the building blocks.

#### Recommended Resources to Strengthen Your Writing Habit:

- *How to Write A Lot: A Practical Guide to Productive Academic Writing* by Paul Silvia
- “On Intellectual Craftsmanship,” in *The Sociological Imagination* by C. Wright Mills
- *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article* by Howard Becker

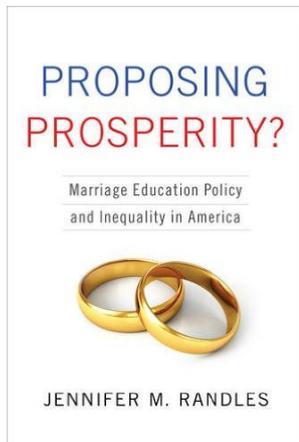
**“You fail only if you stop writing.” – Ray Bradbury**

Please submit your answers and advice to: [ipmsection.news@gmail.com](mailto:ipmsection.news@gmail.com). We will include answers from members in the next newsletter. Please submit new questions to <http://goo.gl/forms/z2SqQ6QuIK> or [ipmsection.news@gmail.com](mailto:ipmsection.news@gmail.com).

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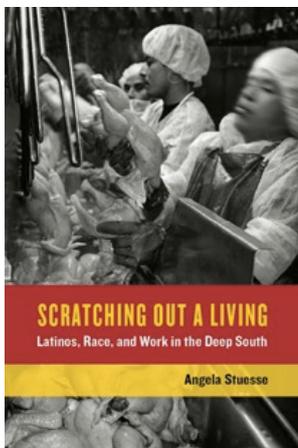
## Recent Books from Members

**Jennifer M. Randles. 2017. *Proposing Prosperity: Marriage Education Policy and Inequality in America*. Columbia University Press.**



In the 1990s, the U.S. Congress overhauled welfare policy to encourage work, marriage, and responsible fatherhood for Americans in poverty. This led to the creation of the Healthy Marriage Initiative in 2002 and the funding of hundreds of marriage education programs across the country. Based on over 500 hours of participant observation in marriage education classes and interviews with those who taught and took them, Jennifer Randles takes the reader inside the marriage education classroom to reveal how healthy marriage policy promotes the idea that family well-being and preventing poverty depend on individuals learning to love in a responsible and rational way that minimizes the economically costly and socially destabilizing consequences of uninformed romantic choices. Sociologists have long described how social and economic inequalities pervade the most intimate aspects of individuals' lives. The unique contribution of this book is that it shows how romantic love and interpersonal commitment have recently become direct objects of policy efforts to address inequality. *Proposing Prosperity* is available from [Columbia University Press](#).

**Stuesse, Angela. 2017. *Scratching Out a Living: Latinos, Race, and Work in the Deep South*. University of California Press.**



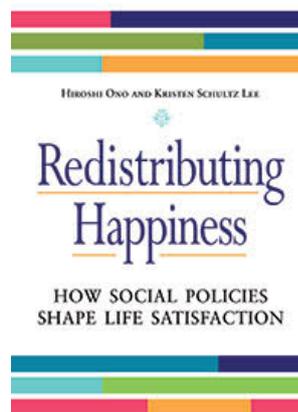
How has Latino immigration transformed the South? In what ways is the presence of these newcomers complicating efforts to organize for workplace justice? *Scratching Out a Living* takes readers deep into Mississippi's chicken processing plants and communities, where large numbers of Latin American migrants were recruited in the mid-1990s to labor alongside an established African American workforce in some of the

most dangerous and lowest-paid jobs in the country. As America's voracious appetite for chicken has grown, so has the industry's reliance on immigrant workers, whose structural position makes them particularly vulnerable to exploitation.

Based on the author's six years of collaboration with a local workers' center, this book explores how Black, white, and new Latino Mississippians have lived and understood these transformations. Activist anthropologist Angela Stuesse argues that people's racial identifications and relationships to the poultry industry prove vital to their interpretations of the changes they are experiencing. Illuminating connections between the area's long history of racial inequality, the industry's growth and drive to lower labor costs, immigrants' contested place in contemporary social relations, and workers' prospects for political mobilization, *Scratching Out a Living* paints a compelling ethnographic portrait of neoliberal globalization and calls for organizing strategies that bring diverse working communities together in mutual construction of a more just future. *Scratching Out a Living* is available from [University of California Press](#).

**Ono, Hiroshi and Kristen Schultz Lee. 2016. *Redistributing Happiness: How Social Policies Shape Life Satisfaction*. ABC-CLIO Praeger.**

Drawing on international comparisons of data on happiness, this book offers both general and academic audiences a simple, deep, and honest answer to the timeless question: "What makes people happy"?



The conventional recipe for happiness has long included money, marriage, and parenthood as basic ingredients. What research is telling us, however, is that these elements don't relate to happiness in quite the way we might expect them to. *Redistributing Happiness: How Social Policies Shape Life Satisfaction* explores the factors that determine "life satisfaction" and demonstrates how

an individual's happiness is largely shaped by social context—by where they live and local policies, norms and attitudes about religious beliefs, economic and political security, income redistribution, and more.

The book begins with a review of the contributions of other disciplines—such as economics, psychology, and po-

litical science—to common explanations of the sources of happiness. Next, the authors offer an international comparison based on their own research on what makes people happy, taking into consideration factors such as marriage, children, money, and job status. Most importantly, special attention is paid to how social policies and social context directly affect people’s happiness. All

readers high school age and up will enjoy the book’s comprehensive—and fascinating—answer to the happiness question because of how the authors connect an individual’s experience to the broader environment of the social system and situation in which that person resides. *Redis-tributing Happiness* is available from [ABC-CLIO Praeger](#).

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## Recent Publications from Members

**Lucas, Samuel R. and Delma Byrne (eds.). 2017. “Special Issue: Effectively Maintained Inequality in Education.” *American Behavioral Scientist* 61(1).**

Delma Byrne and Sam Lucas would like to announce publication of the *American Behavioral Scientist* special issue on “Effectively Maintained Inequality in Education.” The special issue contains seven papers—one paper on the theoretical linkages between EMI and other theories, one paper on appropriate methods for assessing EMI, and five country-specific analyses. The editors hope the issue contributes to efforts to critically assess the applicability of EMI in multiple countries and, more important, to deepening our understanding of and ability to address inequality. <http://journals.sagepub.com/toc/abs/current>

**Feliciano, Cynthia and Yader R. Lanuza. 2017. “An Immigrant Paradox? Contextual Attainment and Intergenerational Educational Mobility.” *American Sociological Review* 82(1): 211-241.**

Numerous studies have revealed a seemingly paradoxical pattern in which, despite cultural differences, unfamiliarity with the educational system, and possible language difficulties, children of immigrants outperform their peers with native-born parents in the U.S. educational system. We problematize the notion of an immigrant paradox in education by broadening our conceptualization of social class background, and introducing the concept of contextual attainment to capture the geographic and historical contexts in which education is completed. Analyzing nationally representative longitudinal survey data combined with international educational data, we show that, for immigrant parents, contextual attainments vary between and within countries of origin and often diverge from post-migration socioeconomic statuses. Parental contextual attainment helps explain why, net of standard family socioeconomic status measures, most groups of immigrants’ children complete more years of schooling than do White Americans with native-born parents. Moreover, considering parental contextual attainment leads to a rethinking of intergenerational educational mobility patterns for adults with immigrant parents. We argue that contextual attainment captures the

noneconomic benefits of higher class background that help explain how intergenerational educational inequalities are reproduced. [doi:10.1177/0003122416684777](https://doi.org/10.1177/0003122416684777)

**Khoshnevis, Hadi. 2017. “Accountability in a State of Liminality: The Experience of Iranian Students at American Airports.” *Mobilities* forthcoming.**

This paper studies the lived experience of Iranian students upon arrival at American airports. By using two concepts of liminality and accountability, I examine how Iranian students walk the gauntlet of U.S. airports, and study the influences of the treatment they receive at airport on their perceptions of the US. Empirically, I draw on fifteen in-depth qualitative interviews with eight Iranian students at a Southern university in the US. The paper posits that multiple layers of liminality surface and intensify in airports as a threshold where international travelers can see both ways, behind and before them, while belonging to neither one. The requirement to be an “accountable other” adds up to the contingencies of the situation. Theoretically, this paper puts the politics of mobility in the colonial contexts and claims that legal recognition will not result in integration when negative discourses around the civilizational other regards their mobility as threat and challenges their social recognition. <http://www.tandfonline.com/toc/rmob20/current>

**Kenworthy, Lane. 2017. “Why the Surge in Income Inequality?” *Contemporary Sociology* 46: 1-9.**

[doi:10.1177/0094306116681789](https://doi.org/10.1177/0094306116681789)

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## Media, News, and Notes

In December, *Boom, Bust, Exodus: The Rust Belt, the Maquilas, and a Tale of Two Cities*, by IPM Section member **Chad Broughton**, won the [2016 WOLA-Duke Human Rights Book Award](#). Broughton’s research on Rust Belt communities and displaced workers was featured in an [NPR Illinois](#) story, [Wired magazine](#), a [Finnish newspaper](#), and in a recent [House speech](#) by Rep. Cheri Bustos (D-IL).

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## Conferences, Papers, and Proposals

### SocArXiv

[SocArXiv](#), the open archive of social science, has just launched in beta version. Led by a steering committee of [sociologists and librarians](#), SocArXiv is a free, open access repository for prepublication versions of papers. Created as a not-for-profit alternative to sites like [Academia.edu](#), ResearchGate, and SSRN, SocArXiv is built in collaboration with the [Center for Open Science](#) and supported by the Open Society Foundation and the Alfred P. Sloan Foundation.

SocArXiv's mission is to maximize access to social science - getting it circulating earlier in the process, and getting it out from behind paywalls - and to improve its quality. Since announcing our temporary paper drop site in July, more than 500 papers have been added and downloaded over 10,000 times. We invite you to join us by uploading yours. Right now, SocArXiv offers:

- Fast, free uploading, with access for all readers
- Persistent identifiers & citations for every paper
- Authors keep copyright to their work
- Link to data & code on the free Open Science Framework
- Easy social media sharing

More features will be added in the coming months. In the meanwhile, add yours by visiting [SocArXiv.org](#), or learn more at [SocOpen.org](#). Or follow us on [Facebook](#) or [Twitter](#).

### *Socius* Gender & Politics Special Issue

*Socius* invites papers for a special issue on gender and politics. We invite contributions on all topics relevant to gender and politics. Potential topics could include (but are not limited to): gender and the executive; gender quotas; women and social policy; intersectionality and the media; gender and public opinion; and women in changing political institutions.

The issue is scheduled to be published Fall 2017. The deadline for manuscript submissions is **June 15, 2017**. To submit a manuscript, go to <http://journals.sagepub.com/home/srd> and follow the instructions provided.

Clearly state in your cover letter that the manuscript is for consideration in the Gender & Politics special issue. All submissions will be peer reviewed per normal *Socius* practice. Questions about the special issue can be directed to the guest editors, Pam Paxton, at [ppaxton@prc.utexas.edu](mailto:ppaxton@prc.utexas.edu) or Melanie Hughes, at [hughesm@pitt.edu](mailto:hughesm@pitt.edu).

### Russell Sage Foundation Summer Institute in Computational Social Science (June 18-July 1, 2017) Application Deadline: February 24, 2017

The Russell Sage Foundation will sponsor the first summer institute in Computational Social Science in June 2017 at Princeton University. The purpose of the Summer Institute is to introduce graduate students and beginning faculty in the social and data sciences (broadly conceived) to computational social science—the use of digital-age data sources and methods to conduct social research. The intensive program will involve lectures, group problem sets, and student-led research projects - topics covered will include text as data, website scraping, digital field experiments, non-probability sampling, mass collaboration, and ethics. There will also be outside speakers with relevant expertise from academia, industry, and government.

Detailed information about the summer institute and submitting an application can be found here: <http://www.russellsage.org/summer-institute-computational-social-science>.

Questions should be directed to Matt Salganik and/or Chris Bail at [rsfcompsocsci@gmail.com](mailto:rsfcompsocsci@gmail.com).

**Call for Abstracts  
2017 Junior Theorists Symposium  
Montreal, Quebec, Canada  
August 11, 2017**

**SUBMISSION DEADLINE: February 20, 2017.**

We invite submissions of extended abstracts for the 11th Junior Theorists Symposium (JTS), to be held in Montreal, Quebec, Canada on August 11th, 2017, the day before the annual meeting of the American Sociological Association (ASA). The JTS is a one-day conference featuring the work of up-and-coming sociologists, sponsored in part by the Theory Section of the ASA. Since 2005, the conference has brought together early career-stage sociologists who engage in theoretical work, broadly defined.

It is our honour to announce that Richard Biernacki (University of California - San Diego), Julian Go (Boston University), and Joey Sprague (University of Kansas) will serve as discussants for this year's symposium. We are also pleased to hold an after-panel entitled, "Theory, the Good Society, and Positionality." The panel will feature Gabriel Abend (New York University), Seth Abrutyn (University of Memphis), Hae Yeon Choo (University of Toronto), and Claire Decoteau (University of Illinois at Chicago).

We invite all ABD graduate students, postdocs, and assistant professors who received their PhDs from 2013 onwards to submit up to a three-page précis (800-1000 words). The précis should include the key theoretical contribution of the paper and a general outline of the argument. Successful précis from last year's symposium can be viewed [here](#). Please note that the précis must be for a paper that is not under review or forthcoming at a journal.

As in previous years, in order to encourage a wide range of submissions, we do not have a pre-specified theme for the conference. Instead, papers will be grouped into sessions based on emergent themes and discussants' areas of interest and expertise.

Please remove all identifying information from your précis and submit it via [this Google form](#). Shai Dromi (Harvard University) and katrina quisumbing king (University of Wisconsin - Madison) will review the anonymized submissions. You can also contact them at [juniortheorists@gmail.com](mailto:juniortheorists@gmail.com) with any questions. The deadline is **February 20**. By mid-March we will extend up to 12 invitations to present at JTS 2016. Please plan to share a full paper by July 21, 2017. Presenters will be asked to attend the entire symposium and should plan accordingly.

Finally, for friends and supporters of JTS, we ask if you might consider donating either on-site, or through PayPal at this link or to the [juniortheorists@gmail.com](mailto:juniortheorists@gmail.com) account. If you are submitting a proposal to JTS 2017, we kindly ask that should you wish to donate, you only do so after the final schedule has been announced.

## **The Beth B. Hess Memorial Scholarship**

### **History and Overview**

The Beth B. Hess Memorial Scholarship will be awarded to an advanced sociology Ph.D. student who began her or his study in a community college or technical school. A student advanced to candidacy (ABD status) in an accredited Ph.D. program in sociology in the U.S. is eligible to apply if she or he studied at a U.S. two-year college either part-time or full-time for the equivalent of at least one full academic year that was not part of a high-school dual-enrolment or enrichment program.

The Scholarship carries a stipend of \$15,000 from Sociologists for Women in Society (SWS) with assistance from the Society for the Study of Social Problems (SSSP) to be used to support the pursuit of a Ph.D., as well as one-year memberships in SWS (including a subscription to *Gender & Society*) and SSSP. The first award payment of \$7500 will be given at the SWS Summer banquet, with the second \$7500 payment to come at the SWS Winter meeting. Recognizing Beth Hess's significant contributions to the American Sociological Association (ASA), ASA joins SWS and SSSP in supporting and celebrating the awardee at their Annual Meeting. The awardee's economy class airfare, train fare or driving mileage/tolls will be paid jointly by SWS and SSSP. ASA also supports applicants for this award via their student travel award program (more than one such award may be given, but students must apply to ASA separately). Each association will also waive its meeting registration and provide complementary banquet and/or reception tickets for the awardee.

To honor Beth Hess's career, the committee will be looking for the following:

- Commitment to teaching, especially at a community college or other institution serving less-privileged students
- Research and/or activism in social inequality, social justice, or social problems, with a focus on gender and/or gerontology being especially positive
- Service to the academic and/or local community, including mentoring
- High quality research and writing in the proposal and letter of application

### The Application

Applications for the award should be sent electronically as a single Word or RTF file via e-mail attachment to: Sarah Bruch ([sarah-bruch@uiowa.edu](mailto:sarah-bruch@uiowa.edu)). Applications must contain in the following order:

1. A cover sheet with:
  - Name and full contact information, including phone and email
  - Current academic affiliation, with years attended and expected degree date
  - Community college or technical school attended, with years and number of credits completed
  - Name and contact information for graduate faculty reference
  - If included, name of honored faculty member
2. A letter of application (no more than 2 pages) describing the student's decision to study sociology, commitment to teaching, career goals, research agenda, dissertation project, service and activism that would help the committee to see how the Scholarship would be a fitting honor. Approximately one page should be devoted to a dissertation summary statement including progress to date.
3. Full curriculum vitae, including all schools, degrees awarded, dates/years of study, and full or part-time status in each.
4. (Optional) A one-page letter describing a community/technical college faculty member who contributed in a significant way to the decision to study sociology or pursue higher education.

Applicants should also arrange for the following to be sent directly either electronically via e-mail attachment or in hard copy:

1. A letter confirming advancement to candidacy (ABD status) in a sociology Ph.D. program and aid award, if any. ABD status is required.
2. A letter of recommendation from a sociologist.
3. Transcript (official or unofficial) from the community or technical college attended.

Only the enrollment confirmation, letter of recommendation, and transcript will be accepted in hard copy. Electronic copies of these materials are preferred and should be sent directly by the individual or institution supplying them. Hard copies can be mailed directly to:

Sarah Bruch  
Department of Sociology  
130 Seashore Hall West  
University of Iowa  
Iowa City, IA 52242

To be considered, all application materials (electronic and hard copy) must be RECEIVED by **April 1, 2017**. For further information contact Sarah Bruch ([sarah-bruch@uiowa.edu](mailto:sarah-bruch@uiowa.edu)).

## Training Opportunity Summer Course for Research Design in the Social, Behavioral, and Economic Sciences July 17-21, 2017

The Summer Course for Research Design (SCRD) brings together social science area experts and post-doctoral participants from the social sciences for 1 week of intensive study of research design in the social, behavioral and economic sciences (SBE). Supported by the National Science Foundation, the focus of the course is on the development of scientific research proposals. Approximately 12 participants will be selected from a competitive pool of applicants who already hold a Ph.D. in any of the social sciences disciplines under the SBE umbrella. Criteria for selection include an applicant's interest in issues of research design and a commitment to advancing his or her proposal writing skills, as well as an interest in research relevant to underserved populations.

Potential participants from under-represented groups are particularly encouraged to apply. This course should be of particular interest to colleagues interested in the [SBE Postdoctoral Research Fellowship](#) initiative at NSF (SPRF), which emphasizes broadening participation and interdisciplinary research in the behavioral and social sciences.

**Course Objectives and Content:** Course content covers a broad spectrum of SBE research design issues, but with a heavy emphasis on the link between theory and methods and the importance of this link in writing well-conceived research proposals. The overall goal of the SCRД is to provide course participants with a well-grounded and meaningful experience in the development of a scientific research proposal. The primary objectives of the course are:

1. To provide Ph.D.s in the SBE disciplines, particularly members of under-represented groups, with a basic understanding of the link between theory and scientific methodology in the social sciences.
2. To improve a participant's ability to develop and write a scientifically well-conceived research proposal.
3. To give participants the skills for finding information to solve design problems as well as information about working with collaborators.

With respect to Objective 1 the curriculum emphasizes the linkage between theory, design, research objectives, and methods in the social, behavioral and economic sciences. Extensive use of examples aids in demonstrating the link between theory and such logistical and methodological details as the development of research objectives, the selection of appropriate research sites or settings, the operationalization of concepts and variables, the construction of hypotheses, the choice of appropriate sampling techniques, and the use of a proper mix of methods for collecting and analyzing data.

Objective 2 is of primary importance to the future success of participants in obtaining research funding. A well-conceived and integrated proposal demonstrates an understanding of the systemic nature of the research process. The curriculum stresses proposal development and participants are expected to conceive of and write a mini-proposal by the end of the course. Participants will also learn how to avoid common pitfalls that hinder the success of proposals during review by potential funders.

For Objective 3, the curriculum is designed to give participants the skills for finding information to solve design problems as well as information about working with collaborators.

**Time and Place:** This is the third year of the SCRД. The course is co-directed by Jeffrey Johnson (University of Florida) and Christopher McCarty (University of Florida) and involves a number of other faculty including H. Russell Bernard (University of Florida), Kirk Johnson (University of Mississippi) and John Sonnett (University of Mississippi). The SCRД runs for one week each summer and is held on the campus of the University of Florida in Gainesville, Florida. In 2017, the SCRД will run from July 17-21.

**Application Information:** Those who already hold a Ph.D. in any of the social sciences disciplines under the SBE umbrella are eligible to apply. Criteria for selection include an applicant's interest in issues of research design and a commitment to advancing his or her proposal writing skills, as well as an interest in research relevant to underserved populations. Potential participants from under-represented groups are particularly encouraged to apply.

<http://qualquant.org/methodsmall/summer-course-for-research-design/>

**Costs:** The program covers participants' room, board, and tuition. Participants are responsible for costs associated with travel to and from the Institute and for required textbooks.

**Deadline: March 15, 2017.**

Supported by the [National Science Foundation](#).

## **Berlin Summer School in Social Sciences Linking Theory and Empirical Research Berlin, July 16-27, 2017**

We are delighted to announce the **7th Berlin Summer School in Social Sciences**. The summer school aims at supporting young researchers by strengthening their ability in linking theory and empirical research. The two-week program creates an excellent basis for the development of their current research designs.

In the first week, we address the key methodological challenges of concept-building, causation/explanation, and micro-macro linkage that occur in almost all research efforts. We strive for a clarification of the epistemological foundations underlying methodological paradigms. In the second week, these methodological considerations are applied to central empirical fields of research in political science, sociology, and other related disciplines. In this second part of the program, participants are assigned to four thematic groups according to their own research topics. The thematic areas covered are: “External Governance, Interregionalism, and Domestic Change,” “Citizenship, Migration, and Identities,” “Social Struggle and Globalization,” and “Democracy at the Crossroads.”

The program is characterized by a varied format comprising lectures, workshops, seminars, and one-to-one consultations. During the summer school, participants will also have the opportunity to present and discuss their own work extensively. Participants will be provided with hands-on advice for their research designs.

The school brings together a faculty of renowned international and Berlin-based scholars. Among the confirmed international lecturers are Dorothee Bohle (Central European University), Donatella della Porta (Scuola Normale Superiore), Gary Goertz (University of Notre Dame), Macartan Humphreys (Columbia University), Sanjay Reddy (New School for Social Research), Saskia Sassen (Columbia University), and Hendrik Wagenaar (University of Sheffield).

The Berlin Summer School was co-funded by the Berlin Graduate School of Social Sciences (BGSS) at Humboldt-Universität zu Berlin and the WZB Berlin Social Science Center. Moreover, we receive generous funding from the German Academic Exchange Service (DAAD). Details on travel grants and tuition fees can be found on our webpage.

The international summer school is open to 50 PhD candidates, advanced master students, and young postdocs. The call for applications is currently open. Applications can be submitted online via the application form on the summer school webpage until **March 31, 2017**.

The decisions of the selection committee will be announced to the applicants in April. For more information, please visit our webpage at [www.berlinsummerschool.de](http://www.berlinsummerschool.de).

If you have any further questions, please contact the organizing team at [summerschool.bgss@hu-berlin.de](mailto:summerschool.bgss@hu-berlin.de).

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## Job Postings

### **Russell Sage Foundation Visiting Scholars Fellowship for Academic Year 2018-2019 Application Deadline: June 28, 2017 (11:59 pm EST)**

The Russell Sage Foundation's (RSF) [Visiting Scholars Program](#) provides a unique opportunity for select scholars in the social, economic and behavioral sciences to pursue their research and writing while in residence at the foundation in New York City. The foundation annually awards up to 17 residential fellowships to select scholars in the social sciences who are at least several years beyond the Ph.D. While Visiting Scholars typically work on projects related to the foundation's core program areas in Social Inequality, Behavioral Economics, Future of Work, and Race, Ethnicity, and Immigration, a few scholars whose research falls outside these areas are occasionally invited as well. Visiting Scholar positions begin September 1st and ordinarily run through June 30th. Scholars are provided with an office at the foundation, research assistance, computers, library access, and supplemental salary support. Scholars from outside the greater New York City area are also provided with a partially-subsidized apartment near RSF. More information about the program and submitting an application can be found here: <http://www.russellsage.org/how-to-apply/visiting-scholars-program>.

Questions should be directed to James Wilson, Program Director, at [vsapps@rsage.org](mailto:vsapps@rsage.org).

### **Russell Sage Foundation Visiting Researchers: 2-3-month visit during September 2017-June 2018 Application Deadline: May 1, 2017 (2 pm EST / 11 am PST)**

On an occasional basis, the Russell Sage Foundation (RSF) has available office space and considers applications for short-term Visiting Researchers who are conducting research relevant to the foundation's priority areas in Social Inequality, Behavioral Economics, Future of Work, and Race, Ethnicity and Immigration. These positions do not come with any foundation financial support and are available for visits of two to three months as space permits. Visiting Researchers are provided with an office at the foundation, computers and software, and library access. Applicants who reside outside of the greater New York City area may be provided with a partially-subsidized apartment near RSF, if available. Visiting Researchers must be several years beyond the PhD and have a research project that is relevant to the foundation's program areas. More information about the program and submitting an application can be found here: <http://www.russellsage.org/how-to-apply>.

Questions should be directed to James Wilson, Program Director, at [vsapps@rsage.org](mailto:vsapps@rsage.org).

### **Shippensburg University Two Tenure-Track Faculty Job Openings ASA Job ID 12760 and 12761**

Shippensburg University, in central Pennsylvania, has two tenure-track faculty job openings available for Sociologists. Applications are due **March 6, 2017** for positions beginning August 2017.

ASA Job ID 12760 The Department is seeking a sociologist who can teach primarily undergraduate courses in sociology. Specializations in research methods (quantitative and qualitative), stratification, gender, race, and culture are preferable; however, other areas will be considered. <https://asa.enoah.com/Job-Bank-Information/Job-Bank/JBctl/ViewJob/JobID/12760>.

ASA Job ID 12761 Assistant/Associate Professor, Tenure Track, starting August 2017. The Department is seeking a sociologist, who can teach graduate courses in organizational development and leadership as well as both required and elective undergraduate courses in sociology. Specializations in organizations, leadership, gender, globalization, social movements, and higher education are desired, however, other areas will be considered. <https://asa.enoah.com/Job-Bank-Information/Job-Bank/JBctl/ViewJob/JobID/12761>.

## Postdoctoral Associate Coupled Natural-Human Systems University of Central Florida

The University of Central Florida (UCF), Department of Sociology, in Orlando, Florida anticipates hiring an interdisciplinary postdoctoral scholar sponsored by a \$1.6 million NSF Coupled Natural-Human Systems Grant entitled “Restoration and Resilience in Coupled Human-Natural Systems: Reciprocal Dynamics of a Coastal Lagoon” (NSF Award #1617374).

While at UCF, the postdoctoral scholar will have opportunities to develop community and stakeholder connections around coastal restoration efforts in the Indian River Lagoon (FL) through focus groups, sketch mapping, and online GIS applications with diverse stakeholders. The scholar will be part of a broad, interdisciplinary team with geographers, sociologists, biologists, and engineers. Scholar responsibilities will also include co-mentoring and co-managing of graduate and undergraduate students; engaging in intensive fieldwork and community building throughout Central Florida; leading, developing, and collaborating on co-authored manuscripts and conference presentations; creating and implementing an online GIS platform to engage community stakeholders; analyzing quantitative and qualitative datasets; and co-leading of community engagement and outreach events.

The postdoctoral scholar will devote most of her/his time to collaborative, interdisciplinary research with a heavy fieldwork component with community stakeholders along the coast of Florida, and if desired, may have a one-course teaching opportunity later in the postdoctoral appointment (though not required). The position offers an excellent opportunity for the ideal candidate to participate in transformative, interdisciplinary work with a strong community outreach and engagement component throughout Central Florida.

Initially, the appointment will be for two years, contingent on continued NSF grant support and above satisfactory performance and productivity metrics evaluated by the co-mentors. Salary will be commensurate with experience and based on available funding. Selection will be based on the candidate’s record, scholarly potential, compatibility with the interests of the faculty co-mentors, and desire to be part of an interdisciplinary research team. The position will start Fall 2017.

The selected candidate should have a research record that demonstrates expertise in the use of mixed methods (qualitative, quantitative, and GIS methods) with an interdisciplinary focus, as well as strong interpersonal and communication skills. Applicants must have a Ph.D. from an accredited institution by the time of hire in Geography, Sociology, Geographic Information Systems or a related social science field. Experience with coastal systems, restoration, participatory action research, environmental sociology or environmental geography is desired.

Applicants must apply online at <https://www.jobswithucf.com> and upload the following at the time of application: a letter of application, curriculum vitae, a 2-page statement of research interests connecting your existing work and future research plans to the goals of the Indian River Lagoon CNH Mapping Project outlined at (<http://www.citizensciencegis.org/place/>), 2-3 examples of peer-reviewed publications, and a list of 3 professional references. All documents should be in one complete PDF and contain the applicant’s last name in the file name.

Note: Please have all documents ready when applying so they can be attached at that time. Once the online submission process is finalized, the system does not allow applicants to submit additional documents at a later date.

Screening of applications will continue until the position is filled, but reviewing of applications will begin on **March 23, 2017**. Questions about this postdoctoral fellowship position can be directed to the co-mentors: Dr. Timothy L. Hawthorne, [timothy.hawthorne@ucf.edu](mailto:timothy.hawthorne@ucf.edu) or 407-823-1030 and Dr. Fernando Rivera, [fernando.rivera@ucf.edu](mailto:fernando.rivera@ucf.edu) or 407-823-6235.

UCF is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply, including minorities, women, veterans and individuals with disabilities. As a Florida public university, UCF makes all application materials and selection procedures available to the public upon request.

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## Next Issue

Thanks for reading through the newsletter! As we are working on further developing the IPM newsletter, we welcome suggestions and contributions. We're especially interested in incorporating comments and stories. Please submit contributions for our next newsletter to: [ipmsection.news@gmail.com](mailto:ipmsection.news@gmail.com)

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