
Letter from the Chair



Dear All,

As I hand the baton to Lisa Keister, the incoming chair of IPM, I am taken by how quickly this past year has gone by, how much has been accomplished to bring us together as an intellectual community, but also how much more can be done.

With the help of so many of you, we have kept our membership numbers strong, organized an excellent set of panels for the ASA, honored IPM scholars producing theoretically and empirically innovative research, and continued a tradition begun last year of making meaningful connections between graduate students and more seasoned faculty. Indeed, the mentoring luncheon was another big hit.

We have stretched ourselves as well. In an effort to strengthen the bonds that connect us all, we created a monthly newsletter. In addition to the job announcements, calls for papers, and new publications listings, we sought to share ideas. The *IPM Dialogue*, a kind of advice column, was an effort to address the varied concerns that graduate students have

as they navigate the training process. With the *Junior Faculty Spotlight*, we highlighted nine truly impressive young (in tenure if not years) scholars doing very thoughtful, cutting edge research. And scholars of varying ranks—graduate students to university professors—have shared diverse perspectives on important topics of the day in the *My Two Cents* column. My hope was that these would create opportunities for us to become more aware of what others in our community are thinking and doing, to connect and converse, to share and debate, to broaden our own perspectives in productive ways. By including the blog, *Work-in-Progress*, we have been able to connect as well with scholars in other sections whose interests overlap significantly with our own.

But there is more that can be done. The website is in much better shape than ever, and our presence on Facebook and Twitter has improved significantly, all thanks to the efforts of the Web Committee. But to better serve the membership, a more dynamic site is needed, perhaps one that allows interaction on multiple issues real-time. Further, because of our section's meager budget, we have had difficulty joining with other sections in cross-section collaborations—conferences, receptions, and the like. These activities would not only strengthen our bonds with each other, they would contribute significantly to building ties with scholars primarily committed to other sections. The dues increases, effective January 1st, 2017, will enable our young but thriving section to participate in such activities, allowing us to grow further still, in numbers, but more importantly, in spirit.

I will leave it to Lisa to carry on these efforts.

Finally, while I look forward to serving our section in other ways, I must say that it has been a real honor to chair the ASA section that, more than any other, has been my intellectual home.

All the very best,

— Sandra

A hearty THANK YOU!!! to the following:

Outgoing Council Members: Florencia Torche (NYU), Jennifer Lee (UCI), and Fangsheng Zhu (Harvard, student council member)

Session organizers:

Christine Perchesky, Northwestern
Megan Comfort, RTI
Annette Bernhardt, UC-Berkeley
Kristin Turney, UC-Irvine
David Pedulla, Stanford

Award Committees:

Nominations, career, and early career award committee: Florencia Torche (NYU, chair), Marcus Hunter (UCLA), Alexandra Killewald (Harvard), Jennifer Lee (UCI), and Victor Rios (UCSB).

Outstanding Book Award: Tom DiPrete (Columbia, chair), Jennie Brand (UCLA), and Shamus Khan (Columbia)

Outstanding Article Award: Matt Huffman (UCI, co-chair), Youngjoo Cha (Indiana University, co-chair), Elizabeth Armstrong (Michigan), and David Harding (Berkeley)

Outstanding Graduate Student Paper Award: Patrick Sharkey (NYU, chair), Siwei Cheng (UCLA), Arne Kalleberg (UNC-Chapel Hill)

Other Section Committees:

Student Outreach Committee: Ann Owens (USC), Vida Maralani (Cornell), Pat Hastings (Berkeley PhD candidate), and Fangsheng Zhu (Harvard PhD candidate)

Web Committee: Matt McKeever (Haverford), Fabian Pfeffer (Michigan), Pamela Bennett (University of Baltimore), and Christopher Munn (OSU PhD candidate)

Membership Committee: Allison Hurst (Oregon State), Caitlin Patler (UC-Davis), Pat Hastings (Berkeley PhD candidate)

IPM Newsletter Editorial Staff: Michelle Maroto (Alberta), Carmen Brick (Berkeley PhD candidate), Allison Logan (Berkeley PhD candidate), and Christopher Munn (OSU PhD candidate)

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IPM at the 2016 ASA Conference



As you can tell from the photos below, the IPM Session had a great time at the Annual ASA Meeting in Seattle, WA this year. We look forward to seeing you at next year's conference in Montreal!





My Two Cents

Who Benefits from College? (Or, We May Ask, Who Doesn't Benefit?)



by Jennie E. Brand, UCLA

Educational expansion is one of the most consequential features of modern society. As higher education has expanded in the U.S., so too have the benefits. College graduates are more likely to be employed, receive higher wages, and hold jobs of higher status. Their average lifetime income and accumulation of wealth exceeds that of high school graduates. They tend to have better physical health, less psychological distress, and more stable families. College graduates are less likely to rely on public assistance and are more civically engaged than their less educated peers. The weight of empirical evidence suggests that college has a causal effect on life outcomes, i.e. that such effects are more than just byproducts of abler and more motivated students attending college.

Yet despite these many recognized benefits, and various efforts to increase access to higher education, debates persist vis-à-vis whether too many people are going to college and whether college is a sensible choice for all. Yet which students are implicated in proposed limits to higher education? Students underachieving in high school? Low-income and minority students? Those on the margin of school continuation? It tends to be a foregone conclusion that advantaged, upper-income students will attend college, and that these are "college worthy" individuals.

The influential human capital theory in economics maintains that those who are most likely to benefit from college are, rationally, most likely to select into college. Some recent empirical work in economics by James Heckman and colleagues has indeed found larger effects for typical college goers than for students on the margin of school continuation. The rhetoric to limit educational expansion rests, often implicitly, on the presumed validity of the human capital model.

Like economists, sociologists infer that the choice of attending college can result from a cost-benefit analysis; sociologists, however, underscore that costs and benefits are neither purely economic nor rational. Scholars have emphasized the importance of family background and structural factors influencing educational attainment. This literature suggests that individuals with privileged social backgrounds are likely to go to college even in the absence of an economic cost-benefit analysis, whereas individuals with disadvantaged social backgrounds must overcome considerable odds to attend college, including deviating from class-based norms.

Empirical research in sociology also suggests that the direct relationship between social origins and destinations is much weaker for college graduates than for those without college degrees, i.e. that college is a "great equalizer." If we focus instead on the effects of college (i.e., the difference in socioeconomic destinations between the college-educated and less-educated) as a function of social origins, the college equalizing pattern infers a smaller difference by education in destinations for individuals of more relative to those of less advantaged social origins. The pattern thus indicates that individuals with relatively disadvantaged social backgrounds, or those with the lowest likelihood of attending college, reap larger benefits from college. This results from the particularly poor labor market prospects for workers with low levels of education combined with low levels of other forms of social and cultural family resources.

My work with Yu Xie has likewise suggested that the effect of college completion on wages is greatest for those least likely to complete college and decreases as the observed likelihood to complete increases. Although the possibility for differential selection bias looms large, this finding is also consistent with evidence that students from racial and ethnic minority groups experience larger benefits of college, and with studies based on instrumental variable models suggesting that students on the margin of school continuation have larger benefits than average students. Michael Hout notes in his recent review of college returns that individuals with more advantaged backgrounds may ultimately

earn the most, but their education augments their success less than it augments more disadvantaged individuals' success.

When considering educational expansion and returns to higher education, the discussion is largely limited to how college affects one's job prospects. My discussion thus far has followed suit. Yet the original goals of mass education had less to do with individual economic benefits, and were instead concerned with the philosophical, moral, and civic benefits an educated population imparts to society. College returns extend far beyond economic rewards, and beyond individual college goers, to family well-being, civic engagement, and commitment to social justice. Moreover, my work suggests that these wide-ranging benefits may in fact be largest for those with a low likelihood of college attendance and completion. Debates about access to higher education should acknowledge the far-reaching benefits of college, and the particularly large returns among students with a low likelihood of college attendance.

Those who argue that we should limit access to schooling often contend that the "costs" do not exceed the benefits for marginal, low-income students. The costs for more privileged students are assumed to be inconsequential, borne by upper-income parents. If the costs of college are the main impediment to college-going among less advantaged students, and benefits abound for individuals, families, and the broader society (indeed potentially exceed those for high likelihood, upper-income college goers), a reasonable solution is to minimize the costs rather than to minimize the students who attend college.

Should everyone go to college? Not necessarily. But we should think carefully about the justifications for limiting access to higher education, – for restricting those deemed "less deserving" of higher education. Policy discussions about access to college often adopt an implicit assumption that those students on the margin of school continuation reap fewer benefits than those individuals most likely to attend. My work questions this assumption, and asks how the benefits, and potential benefits, distribute across the population, and how those benefits extend beyond individual economic rewards to individual well-being, and to families and civic society. This research suggests that public investment in higher education, particularly in the education of students on the margin of school continuation, can yield far-reaching individual and societal benefits.

Jennie E. Brand is Professor of Sociology at UCLA. Her research agenda encompasses three main areas: (1) access to and the impact of higher education; (2) the socioeconomic and social-psychological consequences of disruptive events, such as job displacement; and (3) causal inference and the application and innovation of quantitative methods for panel data. See www.proffjenniebrand.com.

Junior Faculty Spotlight

Nathan Martin, Arizona State University



What excites you most about your work right now?

I find the most exciting stage of a research project to be the window of time right after a study is first presented or submitted but well before any thought is given to response memos. A project currently in this "sweet spot" is a series of collaborations with Alexandre Frenette (postdoctoral scholar, ASU Herberger Institute) that incorporate analysis of data collected as part of the Strategic National Arts Alumni Project (SNAAP), a national survey of arts alumni from more than 300 post-secondary institutions. These data provide a unique look at connections between the field of cultural production and the labor market. Our recent and ongoing projects highlight, for example, subsequent career advantages associated with paid vs. unpaid internships, gender inequalities in the post-graduation job search, and the enduring role of campus social networks on employment prospects.

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

I highly recommend Laura Hamilton's [Parenting to a Degree: How Family Matters for College Women's Success](#) (University of Chicago Press, 2016) to anyone with interests in higher education, social class and family life. Hamilton provides a compelling account of the role of parental support and resources in deepening inequalities and consolidating privilege throughout the college years and beyond, and this study makes an important contribution to understanding current dynamics within US postsecondary education. I have had a wonderful experience incorporating earlier studies of Hamilton's "Midwest University" in graduate seminars, and I look forward to soon reflecting on this engaging and exemplary study with my students.

What has surprised you most about life after grad school?

Most pleasant surprise: How much I have grown to enjoy teaching. Most unwelcome surprise: The steady onslaught of academic spam.

Nathan Martin (Ph.D. 2010, Duke University) is assistant professor of justice and social inquiry in the School of Social Transformation at Arizona State University. His research focuses on inequalities in higher education and global shifts in labor and class mobilization.

Recent Publications:

Martin, Nathan D., Kenneth I. Spenner, and Sarah Mustillo. Forthcoming. "A Test of Leading Explanations for the College Racial-Ethnic Achievement Gap: Evidence from a Longitudinal Case Study." *Research in Higher Education*.

Kaya, Yunus and Nathan D. Martin. 2016. "Managers in the Global Economy: A Multilevel Analysis." *The Sociological Quarterly* 57 (2): 232-255. [doi:10.1111/tsq.12111](https://doi.org/10.1111/tsq.12111)

Martin, Nathan D. 2015. "Secularization or Socialization? A Study of Student Religiosity at an Elite University." *Journal of College and Character* 16 (4): 225-241. [doi:10.1080/2194587X.2015.1091359](https://doi.org/10.1080/2194587X.2015.1091359)

Work in Progress

Work in Progress blog now co-sponsored by four Sections: OOW, Econ Soc, LLM, & IPM

The [Work in Progress](#) editorial team is delighted to announce that it has expanded into 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). The WIP Editorial Team will decide whether to invite a full submission.

Latest from Work in Progress

- [America's biggest secret or Life in a culture of pay secrecy?](#) (Lata Murti)
- [Understanding employers' responses to for-profit colleges](#) (Nicole Deterding and David Pedulla)
- ["Me too" social science is not fighting inequality](#) (Kevin T. Leicht)
- [Older executives' job attitudes are on the slide: Evidence from Britain](#) (Michael White and Deborah Smeaton)
- [Why the equal employment opportunity law failed in Japan](#) (Eunmi Mun)
- [Factory girls after the factory: Female return migrations in rural China](#) (Julia Chuang)

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.

September question: “This fall I will be teaching my own class for the first time. I’ve had a lot of preparation and my syllabus is together, but I’m definitely nervous about so many things. Do you have any advice for new instructors? Is there anything about teaching that you wish you had known before you started out?”

Kara Young: Teaching for the first time can be a daunting task, indeed! Here are four tips from my experiences teaching that I hope will help as you go through your first semester.

1. Break up lectures with active learning exercises and examples from everyday life. This can take the form of showing videos, listening to podcasts, having debates, and discussing questions in groups or with partners.
2. Do not assume that students know how to conduct critical readings or write well-structured essays. Provide them with worksheets and resources to help them learn these skills.
3. Don’t be afraid of silence! Everyone has been in a college classroom where the same four people speak every time. Get around this by giving yourself 10 seconds of silence after you ask a question. This allows students time to formulate an answer and work up the nerve to raise their hands. You can also try having students write down their answers first and then asking for students to respond.
4. Connect the material to students’ everyday experiences. The question “why does this matter?” is just as important in the classroom as it is in our research. The more students can understand how the readings help them understand their own lives, the more invested and interested they will be in the class.

*Kara Young is a PhD candidate in the Department of Sociology at the University of California, Berkeley where she was recently awarded a Blumer fellowship for excellence in teaching. She is currently finishing her dissertation, *Gut Feelings: The Emotions of Food Inequality*.*

Helen B. Marrow: One of my main strengths but also weaknesses—whether it’s on syllabi, assignment instructions, or lecture notes—is that I over-detail and over-prepare. Some degree of this is helpful; it keeps me feeling solid. But I’ve also learned over time to treat teaching like in-depth interviewing: over-prepare ahead of time in order to back off in real time, with the hope of ceding more space to students. In my smaller classes, this is easier. I “waste” every first class with introduction rounds; I ask students to start class by volunteering thoughts from a homework assignment to their peers, or I task each student with leading fully half a 3-hour seminar once during the semester. It can feel strange to leave that much space in a course or specific class up to them, they usually rise to the occasion and often ask for more input from me over time, which offers later opportunities to proceed with my “lecture”. Plus, it results in stronger teaching evaluations and comments from students that I “contributed” to their learning. In larger courses, it’s harder. This semester I’ll be focusing on resisting the urge to begin every Intro class from my lecture notes before transitioning to student discussion afterwards. In fact, I’m starting off the first two classes with a “Think-Pair-Share” activity that includes discussing a concept, meeting two other students, and coming up with one question (anything goes!) they’d like to ask me as the course gets underway. I’m hoping this will set a more interactive tone right up front, even if it means getting through fewer concepts in the end.

Helen B. Marrow is Associate Professor of [Sociology](#) and Interim Director of the Program in Latino Studies at Tufts University. She teaches courses on sociology, social policy, immigration and race, immigration and politics/media, Latinos, and qualitative research methods. She is author of [New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South](#) (Stanford University Press, 2011) and Co-PI on the interdisciplinary research project [“Immigrant-Native Relations in 21st-Century America: Intergroup Contact, Trust, and Civic Engagement.”](#)

Timothy Black: Teaching is a performance and like all performances gets better with practice. Moreover, courses are always works-in-progress. In other words, teaching is part of a process of personal and course development – it is always in motion. As such, critical reflection on what works and doesn't work is key, but there is no need to persevere on the awkward moments, the mistakes, or for that matter, even the moments when you nail it – the focus is motion, what comes next. Don't be afraid to make adjustments and let the trajectory of the class unfold; follow it, build on it, develop its own narrative. Return to points made earlier, find emergent themes, be playful. A few practical suggestions: identify, support, and validate a core group in the class to facilitate discussions – bring them out of their reticence if you need to and try to make this group as diverse as you can. And don't try to make the last day of the class your epiphany. By then students are weary; find your epiphanies along the way.

Timothy Black is Associate Professor of sociology at Case Western Reserve University and the author two award winning books, [When a Heart Turns Rock Solid: The Lives of Three Puerto Rican Brothers On and Off the Streets](#) (Vintage, 2010) and coauthor with Mary Erdmans of [On Becoming a Teen Mom: Life Before Pregnancy](#) (University of California Press, 2015). He has taught the introduction to sociology for more than 20 years.

Philip Lewin: Congratulations on teaching your first course! While the first few sessions may feel scary, the anxiety will soon settle, and you will habituate to your new role in no time. Here are a few things I try to keep in mind when I teach—both to keep myself sane and to give my students a positive experience.

1. Go easy on yourself. Teaching is a skill that takes time to develop and refine. When we take up a new language or instrument, we don't expect to become a fluent speaker or virtuoso performer within a week, let alone a semester. Teaching is no different. The members of your department do not expect you to be an expert practitioner of something you have never done before. So be prepared: you will, on occasion, give lectures that fall flat. You will sometimes pose questions that are met with blank stares. Don't let these occasions discourage you; they do not reflect your potential as a teacher. You will improve your ability to lecture and facilitate discussion with time. If you have a subpar day, remember that: (1) it makes little sense to compare yourself to award-winning colleagues with decades of experience; (2) there will be many more opportunities during the semester—and during your career—to modify lesson plans that didn't work; and (3) that it is precisely by making mistakes—and reflecting upon them with colleagues—that we refine our craft.

2. Be aware of your limitations. Think of learning as a statistical model, with your instruction as one variable among hundreds of others that determine student performance. Work hard at things you can control—preparing lectures, designing interesting assignments, and offering quality feedback—while acknowledging the things you can't control—e.g. how well-prepared your students are and how much biographical availability they import into your course for studying. Avoid the impulse to personalize student behavior like non-attendance and Facebook-surfing. Many times it has nothing to do with you. Although you should always reflect on how to better engage your students, you will discover that you can deliver a lecture that bores one group of students but electrifies another, even though you have done the exact same thing.
3. Get to know your students, and practice understanding and compassion toward them. You will invariably encounter students who appear to be "slackers." It will be tempting to question their work ethic and character. Avoid doing this. Don't rely on stock assumptions to explain underperformance—especially those that moralize. The ostensibly "irresponsible" student who routinely misses class and fails to turn in her assignments may very well be working a fulltime job, negotiating a tumultuous personal life, or experiencing a medical hardship. Get to know the people in your class so that you can connect their personal circumstances to their coursework. This will improve your ability to teach and accommodate them, and it will limit the symbolic violence you wage against yourself (e.g. the temptation to misrecognize the fatigue of a student who has fallen asleep after working the night shift as disinterest in your lecture). A quick tip: the easiest place to start this process involves learning their names!
4. Be reflexive when assessing students. By now, you have been doing sociology for a long time. The skill set you have acquired—interpreting arcane articles, writing term papers, participating in scholarly debates—has probably ossified into a set of ostensibly natural competencies. In other words, the grace with which you pontificate on Weber, Foucault, and Butler reflects the time and practice you have invested into doing sociology as much as, if not more than, it reflects your innate level of talent and intelligence. Keep this in mind as students struggle through course readings and assignments. While you have probably written hundreds of pages of sociological analysis, some of your students will be writing a five page term paper for the first time. This means you must be patient and understanding. Their struggles reflect their status as beginning scholars, not their incapacity to learn.

5. Clearly explain assignments and expectations. Because your students are sociological novitiates, you should explicitly spell out the things you have learned to take for granted. We are not born with knowledge of how to write a competent term paper, locate "scholarly sources," or properly cite those sources. We learn those skills through years of training and practice. Try not to assume too much prior knowledge on the part of your students. Tell them explicitly what you want them to do, and teach them concretely how to do those things (e.g. how to properly format a paper, how to find library books, how to construct a thesis statement). Avoid the temptation to think: "they should already know how to do this!"
 6. Be reflexive when instructing your students. Think carefully and continuously about your race, class, gender, sexuality, and so on as you teach. As a basic starting point, consider how the categories you inhabit shape the topics you find interesting—e.g. the readings you assign, the films you show, and the topical papers you require. When I first taught a course on Youth Subcultures, for example, I assigned numerous articles on punk rock. The articles had fascinated me, and I assumed by default they would fascinate my students. It turned out, however, that these esoteric articles on "mosh pits" and "selling out" primarily resonated with young, white men who, like me, had participated in that primarily young, white, and male subculture. The disinterest that many of my students exhibited represented not a failure on their part, but a failure on my part to consider how my positionality had unconsciously shaped the design of my course. So, as you teach, be cognizant of who you are, and remember that not everyone is like you. This will help establish a safe and inclusive environment for everyone.
 7. Remember your audience. The style of karate I used to practice, "Yoshukai," embraced a philosophy of "continuous improvement." This meant that although students learned most of the style's basic techniques during the first few months of training, they learned how to improve and perfect those techniques over a long period of time as they progressed through the ranks. Although white and black belts performed the same techniques, they executed them at—and were evaluated according to—different levels of precision. Think of teaching this way. Don't teach your Sociology 101 students like PhD candidates. Just as you have to learn how to crawl before you learn how to walk, students have to learn how to construct a thesis statement before they learn how to craft a research paper, and they have to learn Marx and Weber—and probably many other theorists—before they understand Bourdieu.
- So, given the progressive nature of learning, try to identify a few competencies and a few bits of knowledge you wish to impart, ensure they are appropriate to your students' experience level, focus on them throughout the semester, and provide feedback that allows for manageable improvement toward them with the time available. If you identify ten flaws in a student's paper, comment on the three most significant ones. When the student improves on those issues, move on to the next three. If a particular reading makes ten notable contributions to sociology, discuss a few of them and leave the rest for an advanced seminar. Attempting to teach everything at once—and attempting to teach advanced skills before basic ones are mastered—will lead to frustration and probably failure.
8. Less is usually more. Don't try to cram too much material into a single class (or, for that matter, a single semester). The class will feel rushed, and you will have limited time for discussion. Discussion is good, almost always better than lecture. On this point, I will lead by example!
 9. Don't be afraid to experiment. Although most great teachers share some basic characteristics—e.g. patience, enthusiasm, and compassion—there is no correct way to teach a course and no best way to be a teacher. Thus, think of your first course as an experiment oriented around developing your personal style. You may, for example, be a mediocre lecturer but excel at coaching students through research projects. Similarly, you may feel uncomfortable engaging your students with humor and personal anecdotes but shine at expressing complex ideas through pop culture references. Do what works for you.
- Three things will help you discover what works for you. First, experiment with different assignments and in-class activities; what works best will depend on the content of your course, the composition of your students, and your own personality. Second, sit in on the classes of your colleagues and observe how they teach. This will give you fresh ideas, combat isomorphism (i.e. the tendency to emulate the style of the person who taught you how to teach), and prevent you from falling into a stale and perhaps ineffectual pattern. And third, avail yourself of the rich teaching resources that are available to members of our discipline, such as Teaching Sociology and TRAILS. In them, you will find syllabi, lesson plans, and in-class activities that others have already vetted for effectiveness.
10. Create teachable moments. You will, on occasion, encounter students who make insensitive—if not wholly inappropriate—comments. Try to anticipate these situations and how you might respond to them in advance. My advice: make it abundantly

clear that hate speech has absolutely no place in your classroom, but keep sociology's primary purpose—to change the world for the better—in mind when students make insensitive comments due to ignorance and immaturity. As James Baldwin once wrote, many people are "trapped in a history they don't understand," that is to say, the unfortunate products of a culture shot through with racism, sexism, and classism. Rather than succumbing to the temptation of vindictive protectiveness (upholding progressive ideals via shaming) when students act out that socialization, try to create teachable moments that dismantle their prejudices through understanding. Firmly, but gently, draw on research that debunks their positions; exposes them to alternative information; and makes them reflect on their own privilege. While it may feel good to shame ignorance, it will likely alienate those who utter it. It may also harden their views.

I write this, of course, from the standpoint of white, male privilege; it is probably easier for me to be "gentle" toward sexism and racism than those who have suffered under their weight. But, as a white man, I know that those who practiced patience toward my own ignorance as a young student helped me grow, made me better. Just make sure that you're your efforts to engage inappropriate comments don't subsume your class. Maintaining an environment in which the students who have felt the weight of oppression feel comfortable and included—in which they too gain enhanced understanding from your instruction—should be your first priority.

11. Be confident, and give yourself some credit. Yes, you are a new teacher. But the members of your department, who possess decades of accumulated experience, have deemed you ready to teach. If they did not believe you were ready for this responsibility, they would not put you into the classroom. If you find yourself feeling diffident or underqualified, remember that you have undergone years of training, accumulated considerable knowledge, and know what you are talking about. You do have something important to offer your students. Remember this as you approach the podium. There will be moments when you don't know how to answer a question, forget the meaning of a concept, or make a mistake. There's no shame in admitting these situations. Don't interpret the inherent limits of your knowledge as incompetence. If we knew everything there was to know, you wouldn't be in grad school (we'd have no use for new researchers). And besides, our purpose is not to treat students as empty vessels to fill with knowledge; it is to make them curious—to equip them with the tools they need to continue learning when their ephemeral university experience soon comes to an end.

Philip Lewin is an Assistant Professor of Sociology at Florida Atlantic University. His research examines the dynamics of persistent poverty, political domination, and environmental exploitation in Central Appalachia. His in-progress book manuscript, based on extensive ethnographic fieldwork, explores how globalization, deindustrialization, and the transition to a clean energy system have impacted the politics and socio-economics of poor rural communities organized around coal mining in the United States.

October question: "There is a stereotype that academics should be all-consumed by their work. The feeling that one should be working all of the time pervades graduate school, though neglecting important practices of self-care can have serious short and long term consequences on physical and emotional health. How can graduate students (and beyond) strike a balance between the flexible, seemingly unbounded nature of academic work and non-academic – but still important – activities?"

Please submit your answers and advice related to this topic to: 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.

Conferences, Papers, and Proposals

Negotiating Agreement in Congress Research Grants

Call for Proposals: Processes of negotiating agreement in the U.S. Congress have been under great stress, yet we know very little about the mechanics, challenges, and remedies to this problem. Building on the recommendations of the American Political Science Association's 2013 Task Force on Negotiating Agreement in Politics, these grants are designed to open a robust research field that explores various dimensions of political negotiation in Congress by charting new methodological directions and avenues of understanding. The Negotiating Agreement in Congress Research Grants seek to inspire a diverse cohort of researchers to address this problem through interdisciplinary scholarship.

Eligibility: All applicants are required to meet the following eligibility criteria: award of PhD, affiliation with an institution based in the United States, and availability in October 2017 to participate in a workshop at Council headquarters in Brooklyn, NY.

Grant Terms: The Negotiating Agreement in Congress Research Grants provide up to \$10,000 of funding for up to one year of research and writing. Grantees will be notified of their awards in November 2016. Grant terms begin in December 2016 and conclude in December 2017. Grantees are expected to devote their awards solely to the research and writing described in the proposal.

Further Information: The Negotiating Agreement in Congress Research Grants are a project of the SSRC's Anxieties of Democracy program. A second competition for these grants will be announced in Spring 2017. SSRC staff are available to assist with the application process. Please direct inquiries to the Anxieties of Democracy program email account, democracy@ssrc.org. Please specify "NAC Research Grants" in the subject line.

Negotiating Agreement in Congress Application Deadline: **September 12, 2016**

www.ssrc.org/anxieties-of-democracy/nacrg

Find the Anxieties of Democracy program online:

www.ssrc.org/programs/anxieties-of-democracy, @SSRCdemocracy.

Announcement of Special Issue of *Social Service Review* and Call for Papers: Household Economic Instability and Social Policy

Guest editors: Heather Hill, Marybeth Mattingly, and Jennie Romich

Manuscript Submission Deadline: **September 15, 2016**

Social Service Review announces a special issue dedicated to studies of household economic instability and social policy. We invite submissions from scholars studying household economic instability in multiple disciplines and research fields. We will consider studies that provide new empirical evidence or a major theoretical contribution. More information about the special issue and instructions for submission can be found at: <http://www.journals.uchicago.edu/pb-assets/docs/journals/ssr-cfp-2016.pdf> or can be accessed by clicking the link in the right bar at <http://www.journals.uchicago.edu/toc/ssr/current>. Email: ssr@uchicago.edu with any questions.

Call for Participation Urban Homelessness and Underserved Communities 1/2 day workshop

Eighth International Conference on Social Informatics (SocInfo2016)

<http://usa2016.socinfo.eu/call-for-workshops>

Seattle, Washington, November 14 - 17, 2016

Submission:

Proposal for presentations should include Name, Position, title of presentation, and 250 word description/ abstract. Please submit proposals to Urbanuw@uw.edu

Call for Participation:

This workshop aims into bringing together researchers and practitioners to explore how we can apply urban data science to the challenges of urban homelessness in cities across the nation. If smart cities emphasize infrastructure and efficiency, wise cities emphasize improving services to in turn improve the lives of citizens. We aim to shift the discussion from smart to wise cities. The interdisciplinary focus aims to welcome diverse researchers from across the computational, urban, and social sciences.

We are seeking multi-disciplinary contributions that reveal interesting aspects that advance our understanding of homelessness and efforts to address this critical challenge in cities across the nation and the world. We welcome a broad range of contributions, including insights gained from new data sources, new applications of computational methods to existing data sources, new applications of social science methodologies to understand the effectiveness of socio-technical systems, or new use of social concepts in the design of relevant information systems.

For questions or other inquiries, contact Thaisa Way, tway@uw.edu, Bill Howe, billhowe@cs.washington.edu, or Ma-hesh Somashekhar, msoma@uw.edu

Call for Submissions Spring 2017 Special Issue: Diversity and Social Justice in Higher Education

This special issue of the Humboldt Journal of Social Relations (HJSR) captures work and experiences in higher education as they relate to changes and challenges around diversifying U.S. college campuses. Race, class, gender, sexuality, able-bodiedness and citizenship shape contemporary conversations about campus climate, curricular content, organizational structures, decision making and the disparate impacts of related policy changes or stagnation. These conversations shape the everyday experiences of faculty and staff, and are ultimately linked to student success.

Submissions are due on **October 31, 2016**.

Manuscript Submission instructions, and more information, available at the HJSR website (<http://www.humboldt.edu/hjsr/>).

Authorship: All authors are encouraged to collaborate with others inside or outside academia. Interdisciplinary submissions are welcome.

Co-Editors: Meredith Conover-Williams, Ph.D., Department of Sociology, Humboldt State University and Joshua S. Smith, Department of Sociology, Humboldt State University.

Managing Editors: Jennifer Miles and Heather Clark, Department of Sociology, Humboldt State University.

The Humboldt Journal of Social Relations (HJSR) is a peer reviewed free online journal housed in the Department of Sociology at Humboldt State University. This internationally recognized journal produces annual themed spring editions around current issues and topics. While the articles primarily draw authors from the social sciences, we have also facilitated interdisciplinary collaborations among authors from the arts, humanities, natural sciences & the social sciences. For more information about HJSR, see the journal website: <http://www.humboldt.edu/hjsr/>

Job Postings

Northwestern University Junior and a Senior position in Quantitative Sociology

NORTHWESTERN UNIVERSITY's Department of Sociology invites applications for a fulltime, tenure-track, Assistant Professor position to begin in the Fall of 2017. This search is targeted to scholars who employ quantitative methods in their work. We encourage applications from scholars working in all substantive fields, but applicants working on sociology of gender are especially encouraged. Responsibilities include developing an excellent profile in research and teaching, and participating in departmental service. A Ph.D. in Sociology or other appropriate discipline is required at the time of appointment. Applicants should submit a cover letter including a brief statement of research and teaching experience, a curriculum vitae, sample(s) of recent scholarship, and three letters of reference. To ensure full consideration, applicants should submit materials by **September 15, 2016**. Please submit all materials to <http://www.sociology.northwestern.edu>. Address inquiries to Murielle Harris, Department of Sociology, Northwestern University, 1810 Chicago Avenue, Evanston IL 60208, e-mail: murielle-harris@northwestern.edu. Northwestern University is an Equal Opportunity, Affirmative Action Employer of all protected classes including veterans and individuals with disabilities. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in the United States.

NORTHWESTERN UNIVERSITY's Department of Sociology invites applications for a fulltime, tenured position at the rank of Associate or Full Professor to begin in the Fall of 2017. This search is targeted to scholars who employ quantitative methods in their work. We encourage applications from scholars working in all substantive fields, but applicants working on sociology of gender are especially encouraged. Responsibilities include teaching, research, and departmental service; applicants should have strong records in these areas. Applicants should submit a cover letter including a brief statement of research and teaching experience, a curriculum vitae, and sample(s) of recent scholarship. Review of applicant materials will begin **November 1, 2016** and continue until the position is filled. Please submit all materials to <http://www.sociology.northwestern.edu>. Address inquiries to Murielle Harris, Department of Sociology, Northwestern University, 1810 Chicago Avenue, Evanston IL 60208, e-mail: murielle-harris@northwestern.edu. Northwestern University is an Equal Opportunity, Affirmative Action Employer of all protected classes including veterans and individuals with disabilities. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in the United States.

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

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