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## The March-April 2017 Newsletter Issue

Happy Spring! The March-April newsletter includes a wonderful *My Two Cents* piece by Allison Hurst, Colby King, Jenny Stuber, and Debbie Warnock. They discuss the role of social class in shaping the careers of sociologists and stress the need for a task force on first-generation and working-class persons in sociology. Our *Junior Faculty Spotlight* highlights Jessi Streib and her work on class and culture. We also share several new books and publications by members, along with a list of recent and timely pieces from the *Work in Progress* blog. Finally, the *IPM Dialogue* raises the question of how to create collaborative writing relationships for the next issue.

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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## My Two Cents

### The Need for a Task Force on First-Generation and Working-Class Persons in Sociology

by Allison L. Hurst, Colby R. King, Jenny Stuber, and Deborah M. Warnock

As self-identified working-class academics who are concerned about the role that social class background has played in our own careers, as well as in the careers of other present and future sociologists, we devised a proposal for an ASA status committee for first-generation and working-class people in sociology. We submitted this proposal to the ASA Council and received an enthusiastic reply, along with a request to develop a specific charge for a task force on this issue. The ASA Council subcommittee recently approved this charge and will be including a call for task force members in the coming issue of Footnotes. Our intention in writing this piece is to explain why we saw the need for the task force, in the hopes of drumming up support and interest among IPM section members in advance of the formal call.

Drawing on the academic literature and ASA reports, we know that people from first-generation and working-class backgrounds are under-represented within Sociology (among graduate students and faculty members). Depending upon the definition used, a recent ASA report found that between 21% and 37% of ASA members were the first in their families to earn a college degree (Curtis & Amaya 2016). This report also demonstrates significant differences between Sociology faculty who were the first in their family to attend college and others, in three key areas:

- **Demographics:** These members tended to be more diverse in terms of race and ethnicity, and were also somewhat older (indicating less straightforward transitions from college to career).
- **Employment:** The employment rate of first-generation ASA members is substantially lower than that of their peers. There is a clear concentration of first-gen members in positions other than full-time faculty appointments – the percentage of first-gen ASA members in full-time faculty positions was 66.1% compared to 73.8% among non-first-generation ASA members. In addition, first-gen full-time faculty members are twice as likely as non-first-generation members to be employed in community colleges.
- **ASA Membership:** Among graduate students, first-gen students were less likely to be ASA members compared to non-first generation students, indicating a potential source of new ASA student members. Of ASA student members, only 29% identified as first-generation. Of these, 62% were White. Among the 71% of ASA student members who were not first-generation, 67% were White.

Based on the extant literature, we also believe that such persons are likely to experience systematic barriers to educational and professional success (Grimes & Morris 1997; Hurst & Nenga 2016; Warnock & Appel 2012). Mentorship is particularly important for this group and a task force could both investigate and provide ways to furnish important social capital to first-generation and working-class scholars. We believe it is important to increase efforts of retention of this group (that is, increase numbers of student ASA members and equalize employment outcomes of first-generation and working-class faculty).

The charge of the task force on the *Status of First-Generation and Working-Class People in Sociology* is to address topics pertinent to such members within ASA and the discipline more broadly. The task force will address educational, workplace, disciplinary, research, and visibility issues pertaining to first-generation and working-class sociologists. We will monitor these issues by conducting formal research on specific questions, fielding concerns raised by ASA members of all sections, and through appointing liaisons to committees in regional disciplinary organizations. The task force will endeavor to respond to challenges faced by first-generation and working-class sociologists by recommending formal and informal changes to the ASA Council and/or by providing information to ASA members.

The task force will be committed to an agenda focused on:

- Developing a working definition of first-generation and working-class. Both terms are operationalized in various ways in the extant literature. The literature, ASA tradition, and substantive concerns will guide our definition of these terms.
- Proposing that the ASA use this definition in their data collection on membership/official forms, including that of other Status Committees and task forces. We propose to gather data on race, gender, disability and LGBT status so that the work of these committees can provide an intersectional perspective.
- Producing an updated report every five years that documents the academic preparation and professional experiences of this group. This report would identify:
  - The pipeline into the profession, and the number of graduate students by first-generation/working-class status;
  - The percentage of the profession that are first-generation/working-class within each academic rank
  - Patterns of appointments of first-generation/working-class sociologists hired to new positions
  - First-generation and working-class sociologists' experiences compared to their peers within the profession in terms of (a) salaries; (b) appointments to Department Chair; (c) representation on ASA Council and on publications committee; (d) representation on editorial boards; and (e) FAD grant awardees.
  - Conclusions and recommendations for enhancing the position of first-generation and working-class persons in sociology and the ASA.
  - Considering gathering additional indicators of the position of first-generation and working-class persons in Sociology. These additional indicators may be gleaned from conducting focus groups and work sessions during annual meetings or assessing the status of the academic literature, whether in terms of the production of scholarship by such persons or about such periods.

We encourage IPM section members to consider joining us in the establishment of this task force. Please look out for the call in the next issue of *Footnotes* and feel free to contact any of us if you have questions about the task force in the meantime. We believe the charge this task force proposes to be vital to both developing and maintaining inclusive excellence among the ASA membership and the goals of the ASA.

**Allison L. Hurst** is an Associate Professor of Sociology at Oregon State University. **Colby R. King** is an Assistant Professor of Sociology at Bridgewater State University. **Jenny Stuber** is an Associate Professor of Sociology at the University of North Florida. **Deborah M. Warnock** is an Assistant Professor of Sociology at SUNY Cortland.

### References:

- Curtis, John W. and Nicole V. Amaya. 2016. *First-Generation College Status in the ASA Membership*. [ASA Department of Research](#).
- Grimes, Michael D. and Joan Marie Morris. 1997. *Caught in the Middle: Contradictions in the Lives of Sociologists from Working-Class Backgrounds*. Westport, CT: Praeger.
- Hurst, Allison L. and Sandi Kawecka Nenga. 2016. *Working in Class: Recognizing how Social Class Shapes our Academic Work*. Lanham, MD: [Rowman & Littlefield](#).
- Warnock, Deborah M. and Sara Appel. 2012. "Learning the Unwritten Rules: Working Class Students in Graduate School." *Innovative Higher Education* 37: 307-321. [doi:10.1007/s10755-011-9204-x](https://doi.org/10.1007/s10755-011-9204-x)

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## Junior Faculty Spotlight

### Jessi Streib, Duke University



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

My current research is trying to move the study of class and culture in a new direction. Sociologists are extraordinarily good at explaining the cultural processes that lead to class reproduction. But class reproduction is just one component of stratification – mobility occurs too. I'm excited to be working on several projects about how cultural processes facilitate upward and downward mobility.

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

I love Marianne Cooper's *Cut Adrift*. The book helps explain what economic insecurity feels like and how people across the class spectrum manage that sense of insecurity. It has a lot of rich detail and surprising findings. I'm also drawn to

the studies coming out of Raj Chetty's team, especially their recent descriptive work on socioeconomic diversity and mobility at American colleges.

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

I'm lucky to be in a department with several female full professors. Though I'm not exactly surprised, I'm often taken aback by just how inspiring they are and how much generosity they show me.

**Jessi Streib** is an Assistant Professor of Sociology at Duke University. Her research uncovers mechanisms and builds theories about how social class inequality is experienced, reproduced, and alleviated.

#### Recent Publications:

Streib, Jessi. 2015. *The Power of the Past: Understanding Cross-Class Marriages*. Oxford University Press

Streib, Jessi. 2017. "The Unbalanced Theoretical Toolkit: Problems and Partial Solutions to Studying Culture and Reproduction but Not Culture and Mobility." *American Journal of Cultural Sociology* 5(1):127-153.  
[doi:10.1057/s41290-016-0015-5](https://doi.org/10.1057/s41290-016-0015-5)

Streib, Jessi. 2011. "Class Reproduction by Four Year Olds." *Qualitative Sociology* 34:337-352.  
[doi:10.1007/s11133-011-9193-1](https://doi.org/10.1007/s11133-011-9193-1)

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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

- [Thinking beyond gender: Why do sexuality and race matter in the tech industry?](#) (Lauren Alfrey and France Winddance Twine)
- [Women at risk: A comparison between seven European cities](#) (Lara Maestriperi)
- [What can the “Big Dig” teach us about women in construction careers?](#) (Carolyn Arcand)
- [Manufacturing gender inequality in the new economy: High school training for work in blue-collar communities](#) (April Sutton, Amanda Bosky and Chandra Muller)
- [Working-class whites may be rejecting Democrats’ economic policies because they see them as reckless and immoral](#) (Kieran Bezila)
- [How embodied expectations affect immigrant incorporation](#) (Hana Brown)
- [Which women pay a higher price for motherhood?](#) (Paula England, Jonathan Bearak, Michelle J. Budig, and Melissa J. Hodges)
- [Charismatic practices in an embattled profession: The case of psychoanalysis](#) (Mariana Craciun)
- [The degradation of service work: Lessons from Macy’s and Target](#) (Peter Ikeler)
- [Evangelizing employability: Inside a faith-based job-readiness program](#) (Gretchen Purser and Brian Hennigan)
- [The woman behind the man: unemployed men, their wives, and the emotional labor of job-searching](#) (Aliya Hamid Rao)

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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.

**May/June Question:** “What is the best way to go about developing collaborative writing relationships?”

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

**Stefanie Mollborn. 2017. *Mixed Messages: Norms and Social Control around Teen Sex and Pregnancy* Oxford University Press.**



### MIXED MESSAGES

Norms and Social Control around  
Teen Sex and Pregnancy

STEFANIE MOLLBORN

Stefanie Mollborn has published a new book, *Mixed Messages: Norms and Social Control around Teen Sex and Pregnancy*, with Oxford University Press.

Sex is bad. Unprotected sex is a problem. Having a baby would be a disaster. Abortion is a sin. Teenagers in the United States hear conflicting messages about sex from everyone around them. How do teens understand these messages?

In *Mixed Messages*, Stefanie Mollborn examines how social norms and social control work through in-depth interviews with college students and teen mothers and fathers, revealing the tough conversations teenagers just can't have with adults. Delving into teenagers' complicated social worlds Mollborn argues that by creating informal social sanctions like gossip and exclusion and formal communication such as sex education, families, peers, schools, and communities strategize to gain control over teens' behaviors. However, while teens strategize to keep control, they resist the constraints of the norms, revealing the variety of outcomes that occur beyond compliance or deviance.

By showing that the norms existing today around teen sex are ineffective, failing to regulate sexual behavior, and instead punishing teens that violate them, Mollborn calls for a more thoughtful and consistent dialogue between teens and adults, emphasizing messages that will lead to more positive health outcomes. *Mixed Messages* is available from [Oxford University Press](#).

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## Recent Publications from Members

**Patler, Caitlin and Whitney N. Laster Pirtle. 2017. "From Undocumented to Lawfully Present: Do Changes to Legal Status Impact Psychological Wellbeing Among Latino Immigrant Young Adults?." *Social Science & Medicine***

Exclusionary immigration policies, as a form of structural racism, have led to a sizeable undocumented population that is largely barred from access to resources in the United States. Existing research suggests that undocumented immigration status detrimentally impacts mobility, yet few studies have tested the impacts of legal status on psychological wellbeing. Most importantly, we know little about how changes to legal status impact wellbeing. Announced in 2012, the Deferred Action for Childhood Arrivals (DACA) program allows eligible undocumented youth to apply for temporary lawful status. Drawing on cross-sectional survey data from 487 Latino immigrant young adults in California collected in 2014 and 2015, we analyze the predictors of three specialized outcomes related to immigrants' psychological wellbeing—distress, negative emotions, and deportation worry before and after a transition from undocumented to lawfully present status. Results show that retrospective reports of past psy-

chological wellness, when all respondents were undocumented, are predicted primarily by socioeconomic status. However, reports of current psychological wellness are predicted by DACA status. Our results demonstrate, for the first time, the positive emotional consequences of transitioning out of undocumented status for immigrant young adults. [doi:10.1016/j.socscimed.2017.03.009](https://doi.org/10.1016/j.socscimed.2017.03.009)

**Patler, Caitlin. 2017. "Undocumented Youth Organizations, Anti-Deportation Campaigns, and the Boundaries of Belonging." *Social Problems***

Scholars have documented strong anti-immigrant bias in mainstream media portrayals and public sentiment, especially associated with notions of "illegality." Yet certain groups of undocumented immigrants have been able to defend their continued residency. How are undocumented immigrants, as marginalized subjects, able to make claims for legal and social recognition? Through an analysis of 125 anti-deportation campaigns led by undocumented youth organizations in the United States, I show how organizations developed a nationally coordinated model using citizenship frames to challenge deportations and build support for pro-immigrant legis-

lation. Citizenship frames are based in legal and normative ideologies of citizenship that underscore acculturation, civic engagement, and humanitarian concerns. The campaigns highlight undocumented immigrants' social integration, deservingness, and practice of citizenship, therefore contesting the boundaries between citizen and noncitizen, and between lawful and unlawful. Though citizenship frames are used across cases, campaign tactics vary: students are portrayed as high-achievers who would suffer greatly if deported, while campaigns for non-students emphasize the detrimental effects of deportation on others. Importantly, citizenship frames are bounded by the government's priorities for immigration enforcement, with potentially negative consequences for those immigrants considered less than model citizens. [doi:10.1093/socpro/spw045](https://doi.org/10.1093/socpro/spw045)

**Ryo, Emily.** 2017. "Legal Attitudes of Immigrant Detainees." *Law & Society Review* 51(1): 99-131.

A substantial body of research shows that people's legal attitudes can have wide-ranging behavioral consequences. In this article, I use original survey data to examine long-term immigrant detainees' legal attitudes. I find that the majority of detainees express a felt obligation to obey the law, and do so at a significantly higher rate than other U.S. sample populations. I also find that the detainees' perceived obligation to obey U.S. immigration authorities is significantly related to their evaluations of procedural justice, as measured by their assessments of fair treatment while in detention. This finding remains robust controlling for a variety of instrumental and detainee background factors, including the detainees' experiences with the legal system and legal authorities in their countries of origin. Finally, I find that vicarious procedural justice evaluations based on detainees' assessments of how others are treated are as important to detainees' perceived obligation to obey U.S. immigration authorities as their personal experiences of fair or unfair treatment. I discuss the broader implications of these findings and their contributions to research on procedural justice and legal compliance, and research on legal attitudes of noncitizens. [doi:10.1111/lasr.12252](https://doi.org/10.1111/lasr.12252)

**Homan, Patricia, Lauren Valentino, and Emi Weed.** 2017. "Being and Becoming Poor: How Cultural Schemas Shape Beliefs About Poverty." *Social Forces* 95(3):1023-48.

Prior research on stratification beliefs has investigated individuals' understandings regarding the causes of poverty in America. These past studies have uncovered demographic characteristics associated with individualist and structuralist explanations for poverty. In the current study, we will argue that Americans, like social scientists, envision poverty as a heterogeneous and complex phenomenon. We utilize a cultural cognition theoretical approach to conceptualize these understandings of

poverty as schemas. We contend that a schema of poverty contains a set of unique associations regarding both demographic beliefs (who the poor are) and causal attributions (why they are poor). Using original data in a mixed-methods design that incorporates inductive and experimental components, we find that people differentiate between two key types of poverty: intergenerational poverty and downward mobility. People perceive each type of poverty as caused by a different set of factors and as experienced by a different group of people. The type of poverty envisioned is, in most cases, as important as or more important than a respondent's own demographic characteristics in predicting what type of causal attributions he or she makes for poverty. These findings underscore the importance of investigating different schemas of poverty in future stratification beliefs research. [doi:10.2307/2580766](https://doi.org/10.2307/2580766)

**Lynn, Freda B. and George Ellerbach.** 2017. "Position with a View: Status and the Construction of the Occupational Hierarchy." *American Sociological Review* 82(1):32-58.

The differentiation of occupations is of central concern to stratification scholars studying class and mobility, yet little is known about how individuals actually see the occupational landscape. Sociologists have long collected data on individual perceptions of where occupations stand relative to one another, but these data are rarely used to study the logics that individuals employ when categorizing occupations. Using the 1989 GSS occupational prestige module, we investigate how cognitive maps of the occupational hierarchy vary in terms of content and structure. The results show that maps are more homogeneous among individuals with more versus less education. This increased consensus arises, in part, because better educated respondents are more likely to set aside training-intensive occupations as a relatively elite set of occupations at the top of the hierarchy. In contrast, less educated respondents generate more gradational classification systems that are significantly less sensitive to training intensiveness as a basis for categorical distinction. This study contributes to our empirical knowledge of valuation and raises new questions about how individuals organize and navigate social structures. [doi:10.1177/0003122416671743](https://doi.org/10.1177/0003122416671743)

**Hällsten, Martin and Fabian T. Pfeffer.** 2017. "Grand Advantage: Family Wealth and Grandchildren's Educational Achievement in Sweden." *American Sociological Review* 82(2):328-260.

We study the role of family wealth for children's educational achievement using novel Swedish register data. In particular, we focus on the relationship between grandparents' wealth and their grandchildren's educational achievement. Doing so allows us to reliably establish the independent role of wealth in contributing to long-term

inequalities in opportunity. We use regression models with extensive controls to account for observed socioeconomic characteristics of families, cousin fixed effects to net out potentially unobserved grandparent effects, and marginal structural models to account for endogenous selection. We find substantial associations between grandparents' wealth and their grandchildren's grade point averages (GPA) in the 9th grade that are only partly mediated by parents' socioeconomic characteristics and wealth. Our findings indicate that family wealth inequality—even in a comparatively egalitarian context like Sweden—has profound consequences for the distribution of opportunity across multiple generations. We posit that our estimates of the long-term consequences of wealth inequality may be conservative for nations other than Sweden, like the United States, where family wealth—in addition to its insurance and normative functions—allows the direct purchase of educational quality and access. [doi:10.1177/0003122417695791](https://doi.org/10.1177/0003122417695791)

**Firebaugh, Glenn and Francesco Acciai. 2016. "For Blacks in America, the Gap in Neighborhood Poverty has Declined Faster than Segregation." *Proceedings of the National Academy of Sciences* 113(47): 13372-77.**

Black residential segregation has been declining in the United States. That accomplishment rings hollow, however, if blacks continue to live in much poorer neighborhoods than other Americans. This study uses census data for all US metropolitan areas in 1980 and 2010 to compare decline in the neighborhood poverty gap between blacks and other Americans with decline in the residential segregation of blacks. We find that both declines resulted primarily from narrowing differences between blacks and whites as opposed to narrowing differences between blacks and Hispanics or blacks and Asians. Because black-white differences in neighborhood poverty declined much faster than black-white

segregation, the neighborhood poverty disadvantage of blacks declined faster than black segregation—a noteworthy finding because the narrowing of the racial gap in neighborhood poverty for blacks has gone largely unnoticed. Further analysis reveals that the narrowing of the gap was produced by change in both the medians and shapes of the distribution of poverty across the neighborhoods where blacks, whites, Hispanics, and Asians reside. [doi:10.1073/pna1607220113](https://doi.org/10.1073/pna1607220113)

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## Media, News, and Notes

In a recent piece for [Truthout](#), **Darren Barany** reflects on the immigrant experience of my his Italian grandparents during the early 20th century. He discusses the nativism of their day which they and other “aliens” had endured, and the perception of native born and more privileged Americans that Italian newcomers (and others) were bringing crime, likely to espouse extremist ideology, and were associated with acts of violence and terror. They were also seen, unacceptably, as religiously and physically strange/ different which corresponded to the racist and ethnocentric attitudes of the day and illustrates the shifting and historically contingent character of the concept of race and the “other.”

The piece connects the social atmosphere of that day with that of our current situation. Barany makes the point that descendants of turn-of-the-century European immigrants should know better than to support the hateful rhetoric and immigration policies of the Trump Administration. He points out the tragic irony and historical nearsightedness of that support, as Trump's measures target individuals and families whose lives, stories, and experiences are plainly parallel to and no less valid than those turn-of-the-century European immigrants.

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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).

### *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 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.

*Course Objectives and Content:* The overall goal of the SCRD 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 SCRD. 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 SCRD runs for one week each summer and is held on the campus of the University of Florida in Gainesville, Florida. In 2017, the SCRD will run from July 17-21.

### ***Application Information***

*Who should apply:* 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 under-served 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:* **April 15, 2017.**

Supported by the [National Science Foundation](#)

## **2016 General Social Survey Data Available**

The 1972-2016 General Social Survey cumulative file is now available on the [GSS website](#). As of Wednesday April 5, it will also be available on the [GSS Data Explorer](#).

**New GSS Trends Feature:** Already available on the GSS Data Explorer you will find the new GSS Key Trends feature. This dynamic visualization function is designed to provide both researchers and the general public with unprecedented capacity to create graphic views of key trends and user responses over time.

## ISA Research Committee on Social Stratification and Mobility Diversity Travel Awards for the 2017 Summer Meeting

The Research Committee on Social Stratification and Mobility (the RC28) of the International Sociological Association will be holding its biannual meeting on the campus of Columbia University on August 8-10, 2017, with a reception on the evening of August 7. The RC28 meeting draws attendance from scholars around the world. It has a well-earned reputation as a forum for the presentation of high quality sociological research on social inequality.

To offset the cost of travel and meeting attendance, ten travel awards of up to \$1000 will be awarded to eligible Ph.D. students. Applicants are not required to present a paper at the meeting.

Applicants should express a clear interest in pursuing research on social inequality. They must also meet the following eligibility criteria:

1. Enrolled in a Ph.D. program in the social sciences or related disciplines at a U.S. university
2. Received an undergraduate degree from a U.S. college or university
3. Be a member of racial or ethnic group that is underrepresented in the American professoriate

To apply for the graduate student travel award, please send the following materials to [rc28-2017@columbia.edu](mailto:rc28-2017@columbia.edu) by **Friday, May 5, 2017**:

1. A cover sheet listing your full name, email address, current and undergraduate institutions, academic discipline, and self-identified race/ethnicity
2. A current CV (5 pages maximum)
3. An essay describing your interest in social inequality research (500 words maximum)
4. A letter of support from your faculty advisor

Please use the following email subject line: Diversity Travel Award: [Your Name].

**Additional Information:** Travel awards cover transportation, lodging, meeting registration, and a special networking dinner for awardees on August 8. Awardees will be notified via email by May 26, 2017.

Learn more about the RC28 Columbia Meeting [here](#).

Learn more about the William T. Grant Foundation [here](#).

### Russell Sage Foundation

**RSF Programs [Social Inequality](#), [Behavioral Economics](#), [Future of Work](#), [Race, Ethnicity, and Immigration](#), and [Special Initiative on Non-Standard Employment](#)**

**Letter of Inquiry Deadline: May 31, 2017 (2 pm EDT / 11 am PDT)**

The Russell Sage Foundation was established by Mrs. Margaret Olivia Sage in 1907 for “the improvement of social and living conditions in the United States.” The foundation now dedicates itself exclusively to supporting social science research in its core program areas as a means of examining social issues and improving policies. Awards are available for research assistance, data acquisition, data analysis, and investigator time for conducting research and writing up results. Budget requests are limited to a maximum of \$150,000 (including overhead) per project for no more than a two-year period. A detailed letter of inquiry must precede a full proposal. See <http://www.russellsage.org/how-to-apply>.

Questions should be directed to Leana Chatrath, Program Officer, at [programs@rsage.org](mailto:programs@rsage.org).

**Russell Sage Foundation**  
**Special Initiative on [Integrating Biology and Social Science Knowledge](#)**  
**Letter of Inquiry Deadline: August 21, 2017 (2 pm EST / 11 am PST)**

After decades of debate, a consensus is emerging that many social, economic and behavioral outcomes are both biological and social in nature. In light of this growing consensus, integrating biology into social science models, and social and environmental circumstances into biological models can further our understanding of how environments influence behaviors and socio-economic outcomes. RSF has launched a special initiative, [Integrating Biology and Social Science Knowledge](#) that will capitalize on new theories, concepts, and data from the biological sciences to advance research in RSF core programs in [Social Inequality](#), [Behavioral Economics](#), [Future of Work](#), and [Race, Ethnicity, and Immigration](#). A detailed letter of inquiry must precede a full proposal. See <http://www.russellsage.org/how-to-apply>.

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

**Russell Sage Foundation**  
**Special Initiative on [Computational Social Science](#)**  
**Letter of Inquiry Deadline: August 21, 2017 (2 pm EST / 11 am PST)**

Social science research has often been hampered by the limitations associated with survey data, but recent advances have increased access to large and comprehensive data sources such as public and private administrative databases, and unique new sources of information from online activity. New computational tools also allow for the extraction, coding, and analysis of large volumes of text. In light of these trends, the Russell Sage Foundation has launched a special initiative in [Computational Social Science](#) to advance our understanding of the questions central to its core programs in [Social Inequality](#), [Behavioral Economics](#), [Future of Work](#), and [Race, Ethnicity, and Immigration](#). A detailed letter of inquiry must precede a full proposal. See <http://www.russellsage.org/how-to-apply>.

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

**Russell Sage Foundation**  
**Special Initiative on [Immigration and Immigrant Integration](#)**  
**Letter of Inquiry Deadline: August 21, 2017 (2 pm EST / 11 am PST)**

The Russell Sage Foundation/Carnegie Corporation Initiative on [Immigration and Immigrant Integration](#) seeks to support innovative research on the effects of race, citizenship, legal status and politics, political culture and public policy on outcomes for immigrants and for the native-born of different racial and ethnic groups and generations. We welcome proposals to improve the measurement of immigrant progress over time and across generations to address current data limitations. We are especially interested in creative uses of administrative and other data sources that enhance our ability to identify immigrants by generation and legal status. A detailed letter of inquiry must precede a full proposal. See <http://www.russellsage.org/how-to-apply>.

Questions should be directed to Aixa Cintrón-Vélez, Program Director, at [programs@rsage.org](mailto:programs@rsage.org).

**PSID Data User Training Workshop**  
**June 12-16, 2017, University of Michigan, Ann Arbor**

This five-day workshop will orient participants to the content and structure of the Core PSID, its special topics modules, and the PSID Child Development Supplement and PSID Transition into Adulthood Supplement. The workshop pairs morning instructional sessions led by experienced PSID researchers and staff with afternoon guided lab sessions in which users construct their own analytic data files.

A limited number of stipends are available to graduate students and junior researchers who apply by **April 14, 2017** to help with travel and lodging costs. All applications received by April 14 will be given priority for enrollment.

[Learn more](#) about the workshop and [apply to participate](#) through the ICPSR Summer Program. Support is provided by the Eunice Kennedy Shriver National Institute on Child Health and Human Development.

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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](http://www.russellsage.org/how-to-apply/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).

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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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