
Letter from the Chair



Dear Colleagues,

In addition to another wonderful newsletter, this month the section is releasing a report from the member survey that was conducted in September 2017. The report is attached to the same email as this newsletter and is also available [here](#). Anyone who would like to analyze the data themselves is welcome to email to me to request the data (dharding@berkeley.edu). I want to begin by thanking the committee that prepared the report: I-Chien Chen (Michigan State), Margaret Gough (University of La Verne), and Nathan D. Martin (Arizona State). They have performed an invaluable service to the section.

You will see that the report gives us much to celebrate and much to contemplate about the current state of our section and about the new section activities we might consider engaging in to better serve our members. The survey reveals generally high levels of satisfaction with our current section activities, particularly our sessions at the annual meetings, our newsletter and email announcements, our ASA reception, and our mentoring lunch for graduate students. It is important that we recognize the hard work from our leaders and members over the last nine years to grow the section from scratch and develop these successful programs.

The survey asked a series of question about the "climate" in our section and how welcoming it is to various groups of scholars. While the section is generally perceived as welcoming to all groups of scholars, there is also room for improvement. For example, only slightly over 60% of non-white respondents strongly agreed or somewhat agreed that the section is open and welcoming to individuals of all ethnic and racial identities, and slightly less than 60% of those from working class backgrounds strongly agreed or somewhat agreed that the section is open and welcoming to individuals of all class backgrounds. It is also clear that the section is not as open and welcoming as it should be to scholars from non-academic institutions, from outside the US, or with disabilities. Finally, the qualitative responses revealed a concern from some members that the section is largely run by and for faculty and students from so-called "elite" departments.

My view is that one part of the response to these issues should be to continue to diversify the section leadership both by race and class but also by type of institution. This year, we have diversified and broadened participation in section activities through committee assignments and have convened new committees on junior faculty mentoring and the status of under-represented groups in our section. We will get reports on the work these committees are doing at the section business meeting in August.

The survey also provided important feedback on possible new activities in which the section might engage. Mentoring opportunities and supportive activities for under-represented groups along with more intellectual activities were the most popular possible activities. There was mixed support for a pre-conference or mid-year conference.

Based on these survey findings and in consultation with our committees on junior faculty and under-represented groups, the council decided to begin a junior faculty/postdoc "mentor match" at this year's upcoming ASA meetings. This program would match junior scholars with senior scholars, who would then meet informally at ASA to discuss professional development, teaching, or research as the pairs see fit. Special efforts will be made to serve members from under-represented groups and from a diverse set of institutions. I will soon be finalizing a committee to put together the mentor match (volunteers welcome - please email me at the address above!).

The prospect of holding a pre-conference was also discussed, but given the logistical challenges of organizing such a conference for the first time and concerns about accessibility of such conferences to a wide range of scholars, council decided to prioritize the mentor match and continue discussing conference ideas at the business and council meetings at ASA in August. We are eager to get further input on this question.

I want to close by thanking everyone who completed the survey and/or volunteered for section activities and committees. As our vibrant section approaches its tenth birthday, we have many accomplishments to be proud of but also great potential to do more. Year-by-year new initiatives are developed and refined in a process of continual improvement. I look forward to further discussing the report and our endeavors at ASA in August.

— David Harding

In This Issue...

- Junior Faculty Spotlight
- Work in Progress
- IPM Dialogue
- Recent Books from Members
- Recent Publications from Members
- Member News and Notes
- Conferences, Papers, and Proposals

Junior Faculty Spotlight

Jessica Welburn Paige, University of Iowa



What excites you most about your work right now?

I am currently working on a book manuscript that explores the experiences of working class and middle class African Americans in Detroit. The book focuses on how they navigate limited public resources and how they think more generally about social mobility. I started the project when I was a postdoctoral fellow at the University of Michigan, and what excites me most about it is that it gives me the opportunity to let black Detroiters tell their own story. There has been a lot of focus on Detroit's extreme decline, but I try to highlight the strategies that black residents use to manage the problems they face and move forward in the context of significant obstacles.

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

Recently I have been very inspired by Marcus Hunter and Zandria Robinson's work. I really enjoyed their article "[The Sociology of Urban Black America](#)" (*Annual Review of Sociology* 2016) and they have recently published a book, *Chocolate Cities: The Black Map of American Life* (University of California Press 2018). They do a great job of moving beyond narratives that focus solely on problems

facing African Americans by demonstrating the resilience of black communities. Their work is powerful because it represents a perspective that is often missing from the field.

What has surprised you most about life after grad school?

When you leave graduate school you get a different perspective on your own work and on the field as a whole. My interactions with colleagues from different backgrounds have given me the opportunity to think more critically about my contributions to the field and also how I see myself as a scholar. I have also been surprised by the role that students play in how I think about my work. I have learned a tremendous amount from my graduate and undergraduate students and I feel very fortunate to have the opportunity to work with them.

Jessica Welburn Paige is an Assistant Professor of Sociology and African American Studies at the University of Iowa. She earned her PhD in Sociology from Harvard University in 2011. Her research focuses on how African Americans think about inequality and social mobility in the post-Civil Rights Era, including their experiences with racism and discrimination and urban inequality. She is the co-author of *Getting Respect: Responding to Stigma and Discrimination in the United States, Brazil and Israel* (Princeton University Press 2016), which compares how African Americans, black Brazilians, Ethiopian Jews, Mizrahi Jews and Arab Palestinian citizens of Israel respond to racism and discrimination. In addition, she is currently working on another book focusing on the experiences of African Americans in Detroit, MI. The book explores how African Americans navigate severe urban decline and public sector contraction and how this shapes their broader ideas about inequality and social mobility.

Recent Publications:

Lamont, M., Silva, G. M., Welburn, J., Guetzkow, J., Mizrahi, N., Herzog, H., & Reis, E. (2016). *Getting respect: Responding to stigma and discrimination in the United States, Brazil, and Israel*. Princeton University Press.

Welburn, J. S. (2016). Dual Consciousness, Social Mobility, and the Experiences of Middle-Income African Americans in the Post-Civil Rights Era. *Journal of African American Studies*, 20(2), 202-227. doi:10.1007/s12111-016-9328-2

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 WIP Blog is 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

- [Teenage Work And Gender: Origins Of The Pay Gap](#) (Yasemin Besen-Cassino)
- [What The Public Thinks About Denial Of Service To Same-Sex](#) (Landon Schnabel)
- [Sanctuary Ordinances for Undocumented Immigrants Do Not Increase Crime](#) (Daniel Martínez and Ricardo Martínez-Schuldt)
- [Not by Productivity Alone: Understanding Gender Gaps in Promotion to Tenure in Academia](#) (Kate Weisshaar)
- [How Does Workplace Employee Representation Vary across Europe and Why Should We Care?](#) (Alex Bryson and John Forth)
- [Taking a Closer Look at Emotional Labor Occupations: What Are the Health Consequences for Workers?](#) (Diana Singh and Paul Glavin)
- [Digitalization of Work: Blessing for Some, Curse for Others](#) (Andreas Kornelakis and Dimitra Petrakaki)
- [Bridgework: Globalization, Gender, and Service Labor at a Luxury Hotel](#) (Eileen Otis)
- [“Are We Radicals?” Struggling Online Against A Big Company](#) (David Courpasson)
- [How do occupational characteristics hinder or empower mothers?](#) (Wei-hsin Yu and Janet Chen-Lan Kuo)
- [Occupational licensing has no effect on wages, but does increase access to occupations](#) (Beth Redbird)
- [Studying precarious work](#) (Arne Kalleberg and Steven Vallas)

IPM Dialogue

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

February Topic: Working in Fields Outside Sociology **by LaShaune Johnson, Creighton University**

Although sociology is a longstanding discipline, I regularly find that admitting I am a sociologist is a surprise to many I talk to. Why? It's in part because I am a sociologist in a public health program (and, before this was a postdoc in two other health science/medical programs). I also work occasionally as an evaluation consultant. The surprise doesn't come from a sense that sociologists don't belong in these places, in fact; it's the opposite. My colleagues value my skills and knowledge about various health issues. As a result, I have found a way to "do sociology" in non-traditionally sociological places – on evaluation boards of health organizations, as an advisor to a community-based health education program, as a co-author in health reports. Although I am still trying to grow as a professional, I do have some advice for those of you who are considering applying to work in non-academic or non-sociology settings.

First, find your passion. When you're scanning your newsfeed, or looking at a conference program, what words excite you? What organizations/groups work in your area? For me, it was easy—I am a two-time cancer survivor, so cancer outreach/education and disparities was the area I knew I would land. Ultimately, after doing some work, I have found intellectual communities that I have had positive experiences with and colleagues who have been receptive to qualitative work—I concentrate my presentations at those conferences.

Second, take stock of your skills. After you do that, and you scan the job ads out there for your non-sociology field, consider wordsmithing your CV/resume for a better fit. I find that often graduate students discount their ability to contribute to multidisciplinary teams and departments. Part of that is due to not breaking down the tasks that are part of an abstract idea like "dissertation".

To help you with the breaking down of your skills, I find this list from [Jobs on Toast](#) especially helpful:

- Project skills:
 - Project management
 - Managing budgets
 - Team working
 - Problem solving
 - Organising meetings and events
- Entrepreneurship:
 - Thought leadership
 - Innovation
 - Bidding for funding
 - Networking
 - International experience
- Communication skills:
 - Writing
 - Public speaking
 - Languages
 - Stakeholder management
 - Web, email, content creation and social media
- Knowledge and information skills:
 - Research
 - Teaching and training
 - Managing data and information
 - IT applications and programming languages
 - Writing reports

Third, volunteer. Before you take the plunge into a new discipline/field, consider a volunteer role. Long before I finished my PhD, I offered my research and writing skills in the form of creating of health education sheets for a community health fair to a non-profit group doing a health fair. From tabling at these health fairs as part of my participant observation for my dissertation, I learned a lot about public health and health promotion. And, I found I loved it! This experience informed my decision to apply for my first postdoc at the University of Connecticut Health

Center, weighed on my mind when I applied for my current job in a public health program, and definitely influenced my decision to co-create an African American breast cancer task force in Omaha that ran for four years, and partnered with the local Komen foundation.

Fourth, find/create your community. In my previous postdoc at the University of Missouri School of Health Professions, I was part of a small group of folks (sociologists and anthropologists) who were working outside of social science. We would meet monthly for lunch to share strategies about working outside our disciplines. I have continued that tradition in my current institution. We have presented at conferences together and have done guest lectures in each others' courses. If you don't have such a community on your campus, consider joining the social media discussion groups for organizations like the applied sociologists (<http://www.aacsn.net/mission/what-is-applied-and-clinical-sociology>) and the applied anthropologists (<https://www.sfaa.net>). Connecting with them will remind you that you are not alone—and they may have ideas about expanding your network.

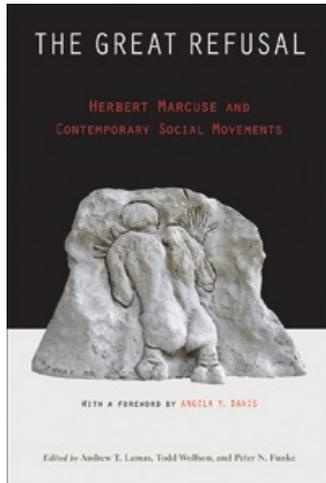
It's incredibly intimidating to work outside of the field, but remind yourself about all of the hard work you have done to get this far and know you can do it!

Listed skills adopted from: Humphrey, Chris. "Discover the 20+ transferable skills that make PhDs totally employable," Jobs on Toast, January 24, 2017.

Please submit additional questions or topics of interest to: ipmsection.news@gmail.com.

Recent Books from Members

Lamas, Andrew T., Todd Wolfson, and Peter N. Funke, eds. 2017. *The Great Refusal: Herbert Marcuse and Contemporary Social Movements*. Philadelphia: Temple University Press.



Herbert Marcuse examined the subjective and material conditions of radical social change and developed the "Great Refusal," a radical concept of "the protest against that which is." The editors and contributors to the exciting new volume *The Great Refusal* provide an analysis of contemporary social movements around the world with particular reference to Marcuse's revolutionary concept. The book also

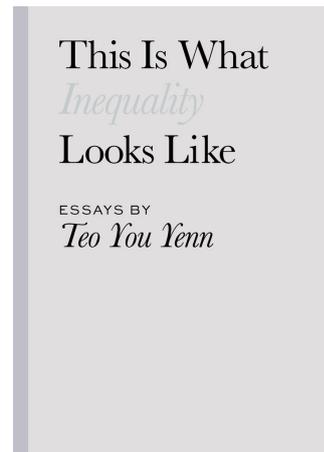
engages—and puts Marcuse in critical dialogue with—major theorists including Slavoj Žižek and Michel Foucault, among others.

The chapters in this book analyze different elements and locations of the contemporary wave of struggle, drawing on the work and vision of Marcuse in order to reveal, with a historical perspective, the present moment of resistance. Essays seek to understand recent uprisings—such as the Zapatistas in Mexico, the Arab Spring, and the Occupy movement—in the context of Marcuse's powerful conceptual apparatus.

The Great Refusal also charts contemporary social movements against global warming, mass incarceration, police brutality, white supremacy, militarization, technological development, and more, to provide insights that advance our understanding of resistance today.

Contributors include: Kevin B. Anderson, Stanley Aronowitz, Joan Braune, Jenny Chan, Angela Y. Davis, Arnold L. Farr, Andrew Feenberg, Michael Forman, Christian Fuchs, Stefan Gandler, Christian Garland, Toorjo Ghose, Imaculada Kangussu, George Katsiaficas, Douglas Kellner, Sarah Lynn Kleeb, Filip Kovacevic, Lauren Langman, Heather Love, Peter Marcuse, Martin J. Beck Matušík, Russell Rockwell, AK Thompson, Marcelo Vieta, and the editors. [Temple University Press](#).

Teo, You Yenn. 2018. *This Is What Inequality Looks Like*. Singapore: Ethos Books.



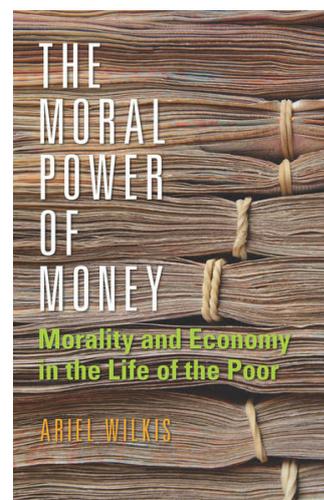
What is poverty? What is inequality? How are they connected? How are they reproduced? How might they be overcome? Why should we try?

This book—an ethnography of inequality—addresses these questions. Formed by a series of essays, they are written to be read individually, but have been arranged to be read as a totality and in sequence.

Each aims to accomplish two things: first, to introduce a key aspect of the experience of being low-income in contemporary Singapore. Second, to illustrate how people's experiences are linked to structural conditions of inequality.

The way we frame our questions shapes the way we see solutions. This book does what appears to be a no-brainer task, but one that is missing and important: it asks readers to pose questions in different ways, to shift the vantage point from which they view 'common sense,' and in so doing, to see themselves as part of problems and potential solutions. This is a book about how seeing poverty entails confronting inequality. It is about how acknowledging poverty and inequality leads to uncomfortable revelations about our society and ourselves. And it is about how once we see, we cannot, must not, unsee. [Ethos Books](#).

Wilkis, Ariel. 2017. *The Moral Power of Money: Morality and Economy in the Life of the Poor*. Stanford, CA: Stanford University Press.



Looking beneath the surface of seemingly ordinary social interactions, *The Moral Power of Money* investigates the forces of power and morality at play, particularly among the poor. Drawing on fieldwork in a slum of Buenos Aires, Ariel Wilkis argues that money is a critical symbol used to negotiate not only material possessions, but also the political, economic, class, gender, and generational bonds between people.

Through vivid accounts of the stark realities of life in Villa Olimpia, Wilkis highlights the interplay of money, morality, and power. Drawing out the theoretical implications of these stories, he proposes a new concept of moral capital based on different kinds, or “pieces,” of money. Each chapter covers a different “piece”—money earned from the informal and illegal economies, money lent through family and market relations, money donated with conditional cash transfers, political money that binds politicians and their supporters, sacrificed money offered to the church, and safeguarded money used to support people facing hardships. This book builds an original theory of the moral sociology of money, providing the tools for understanding the role money plays in social life today. [Stanford University Press](#).

Recent Publications from Members

Alvarado, Steven Elías. 2018. “The impact of childhood neighborhood disadvantage on adult joblessness and income.” *Social Science Research* 70:1-17.

Research on residential inequality focuses heavily on adult economic outcomes as crucial components of the intergenerational transmission of poverty. Yet, empirical evidence on whether youth neighborhoods have a lasting impact on adult economic outcomes at the national level is scarce. Further, we know little about how youth neighborhood effects on adult economic outcomes manifest. This study uses 26 years (14 waves) of restricted panel data from the NLSY79 and the NLSY Children and Young Adults cohorts – data that have never been used to analyze long-term neighborhood effects – to examine whether youth neighborhood disadvantage impacts adult economic outcomes through sensitive years in childhood, teen socialization, duration effects, or cumulative effects. Sibling fixed effects models that net out unobserved effects of shared family characteristics suggest that youth neighborhood disadvantage increases joblessness and reduces income in adulthood. However, exposure across specific developmental stages of youth does not appear to act as a significant moderator while sustained exposure yields pernicious effects on adult economic outcomes. Moreover, these results are robust to alternative variable specifications and cousin fixed effects that net out potentially unobserved confounders, such as the inheritance of neighborhood disadvantage across three generations. [doi:10.1016/j.ssresearch.2017.10.004](https://doi.org/10.1016/j.ssresearch.2017.10.004)

Alvarado, Steven Elías and Paul Muniz. 2018. “Racial and Ethnic Heterogeneity in the Effect of MESA on AP STEM Coursework and College STEM Major Aspirations.” *Research in Higher Education*.

Previous research suggests that racial and ethnic disparities in postsecondary STEM outcomes are rooted much earlier in the educational pipeline. One possible remedy to these disparities is participation in early STEM enrichment programs. We examine the impact of MESA, which is an early program that targets socioeconomically disadvantaged students, on outcomes that may lead students down the path to STEM. We analyze three waves of restricted nationally-representative data from the High School Longitudinal Study that trace the STEM progress of more than 25,000 students throughout high school and into their postsecondary careers. Propensity score matching models reveal that MESA participation increases students’ odds of taking AP STEM courses in high school and their aspirations for declaring a STEM major in college. However, these effects are driven primarily by black and white students, respectively. Latino and Asian students remain largely unaffected. A formal sensitivity analysis concludes that these findings are moderately robust to unobserved confounding. The results are also robust to alternative matching schemes. Collectively, the findings suggest that MESA may improve black students’ high school STEM engagement but may have little impact on black and Latino students’ STEM outcomes in college. [doi:10.1007/s11162-018-9493-3](https://doi.org/10.1007/s11162-018-9493-3)

Herbert, Claire W. 2018. “Like a Good Neighbor, Squatters Are There: Property and Neighborhood Stability in the Context of Urban Decline.” *City & Community*

In declining cities, an abundance of vacant, devalued property, and under-resourced regulatory mechanisms challenge dominant understandings of private ownership of real property as a source of investment and stability for individuals and neighborhoods. Drawing on four years of ethnography and 65 interviews in Detroit, this article finds that, despite the privileged standing of private property in U.S. culture, residents frequently accept or advocate for illegal property use, such as squatting or scrapping. Instead of adhering to the law, residents use a community-embraced norm—an ethos of care—to assess the acceptability of illegal property use, and they do so in order to positively impact the physical and social dynamics of their neighborhoods. The findings of this article highlight the influence of local conditions for how residents perceive property law violations, and call into question the generalizability and applicability of neighborhood improvement strategies that rest on private, legal ownership to induce responsible care. [doi:10.1111/cico.12275](https://doi.org/10.1111/cico.12275)

Golann, Joanne W. 2018. "Conformers, Adaptors, Imitators, and Rejectors: How No-Excuses Teachers' Cultural Toolkits Shape Their Responses to Control." *Sociology of Education* 91(1):28-45.

In the past, sociologists have provided keen insights into the work of teaching, but classic studies by scholars like Dan Lortie and Willard Waller are now decades old. With the current emphasis on teacher evaluation and accountability, the field is ripe for new sociological studies of teaching. How do we understand the work of teaching in this new context of control? In this article, I use the case of an urban, "no-excuses" charter school to examine how teachers responded to the school's intensive effort to socialize them into a uniform set of disciplinary practices. Drawing from 15 months of fieldwork at a no-excuses school, I found that teachers varied in their responses to school control based on their cultural toolkits—their preferences and their capacities. Based on teachers' adaptation strategies, I introduce four ideal types: conformers, imitators, adaptors, and rejectors. This article makes the following contributions. First, I extend classic theories of teacher self-socialization to a new context of control. Second, I offer new ways beyond sensemaking theories to analyze how and why teachers adopt (or fail to adopt) new teaching practices. Finally, I provide timely insight into teacher experiences in no-excuses schools—and into these schools' efforts to redirect teacher education toward a more prescriptive, skills-based approach. [doi:10.1177/0038040717743721](https://doi.org/10.1177/0038040717743721)

King, Molly M., Carl T. Bergstrom, Shelley J. Correll, Jennifer Jacquet, and Jevin D. West. 2017. "Men Set Their Own Cites High: Gender and Self-citation across Fields and over Time." *Socius* 3:1-22.

How common is self-citation in scholarly publication, and does the practice vary by gender? Using novel methods and a data set of 1.5 million research papers in the scholarly database JSTOR published between 1779 and 2011, the authors find that nearly 10 percent of references are

self-citations by a paper's authors. The findings also show that between 1779 and 2011, men cited their own papers 56 percent more than did women. In the last two decades of data, men self-cited 70 percent more than women. Women are also more than 10 percentage points more likely than men to not cite their own previous work at all. While these patterns could result from differences in the number of papers that men and women authors have published rather than gender-specific patterns of self-citation behavior, this gender gap in self-citation rates has remained stable over the last 50 years, despite increased representation of women in academia. The authors break down self-citation patterns by academic field and number of authors and comment on potential mechanisms behind these observations. These findings have important implications for scholarly visibility and cumulative advantage in academic careers. [doi:10.1177/2378023117738903](https://doi.org/10.1177/2378023117738903)

Media, News, and Notes

The **ASA Taskforce on the Status of First-Generation and Working-Class Persons in Sociology** has been at work this year, under the supervision of Vinnie Roscigno. IPM members serving on the task force include Robert Francis, Allison Hurst, Tony Jack, Colby King, David Brady, Elizabeth Lee, Monica McDermott, and Debbie Warnock. Debbie is chairing a subcommittee on sampling and Allison is chairing a subcommittee on interview and survey construction.

Anthony Jack participated in a Brookings panel, *The Lost Einsteins*. With Raj Chetty and Reshma Saujani.

Anthony Jack's *(No) Harm in Asking* (Sociology of Education article) was discussed in *The Atlantic*, *Why Aren't College Students Using Career Services?*

Conferences, Papers, and Proposals

NSF Research Experiences for Undergraduates University of Central Florida

This summer at the University of Central Florida, we are pleased to host the third year of our National Science Foundation Research Experiences for Undergraduates (REU) Site "Preparing the Next Generation of Scholars through Community GIS and Citizen Science." Our program offers fully funded summer research experiences for at least 8 undergraduate students in Belize for 5 weeks and Orlando for two weeks. The program is open to all U.S. students and runs **June 25-August 10, 2018**. We are interdisciplinary in nature emphasizing community GIS and citizen science through mixed methods, including sketch mapping, mobile mapping applications, in-depth interviews, GIS, and spatial analysis. Check out a short video from our REU fieldwork [here](#).

Research opportunities: Students will work in one of three research directions with community partners and mentors from University of Central Florida, University of Belize, Georgia State University, The Hopkins Belize Village Council, and The Smithsonian National Museum of Natural History's Caribbean Coral Reef Ecosystems Program:

- Research Direction 1: Mapping disparities in flooding & disaster management
- Research Direction 2: Mapping marine debris & mitigating impacts on coastal communities
- Research Direction 3: Mapping island resiliency with drones and spatial storytelling (new in 2018 with additional NSF funding)

Compensation: Each REU student will receive a competitive funding package, including a \$3500 research stipend, a meal allowance, free shared housing in Belize and Orlando, up to \$750 in travel support to/from the REU Site, up to \$750 for post-REU conference travel, and 2 research methods books.

The priority application deadline is **Friday, March 2nd @ 5 PM EST**. Complete program information and application instructions can be found at <http://www.citizensciencegis.org/ucf-reu-site/r/>.

Questions can be directed to:

- Dr. Timothy Hawthorne: Principal Investigator, Assistant Professor of Geographic Information Systems at University of Central Florida (timothy.hawthorne@ucf.edu). Phone: 407.823.1030
- Dr. Christy Visaggi: Co-Principal Investigator, Lecturer of Geosciences at Georgia State University (cvisaggi@gsu.edu). Phone: 404.413.5755

Webinar on Research Directions for Engaging English Learners with Rigorous Academic Content, March 5th, 12:00 PM EST

How can schools best organize instruction to improve academic outcomes for English learners? In "[Engaging English Learners with Rigorous Academic Content: Insights from Research on Tracking](#)," Foundation president Adam Gamoran writes that the evidence on academic tracking may provide useful insights for new research on educational policies and practices to reduce inequality and boost achievement for English learners.

[Join us for a webinar](#) on March 5th, 12:00 PM EST as Dr. Gamoran shares insights from his extensive body of research on academic tracking, and outlines why giving all students the chance to engage with rigorous academic content is essential for their success in school and beyond. Gamoran's presentation will be followed by commentaries from two leading researchers: Karen Thompson, of Oregon State University, and Ilana Umansky, of the University of Oregon. Finally, program officer Vivian Louie will provide information on the Foundation's funding opportunities for researchers.

Russell Sage Foundation
Visiting Scholars Fellowship for Academic Year 2019-2020
Application Deadline: June 28, 2018 (11:59 pm EDT)

The [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 scholars who are at least several years beyond the Ph.D. Visiting Scholars typically work on projects related to the foundation's [core programs](#) and [special initiatives](#). The fellowship period is September 1st through June 30th. Scholars are provided with an office at the foundation, research assistance, computers, library access, and supplemental salary support. Scholars from outside NYC are provided with a partially-subsidized apartment near RSF. See <http://www.russellsage.org/how-to-apply/visiting-scholars-program>.

Questions should be directed to James Wilson, Program Director, at programs@rsage.org.

Russell Sage Foundation
RSF Programs in [Behavioral Economics](#) and [Race, Ethnicity, and Immigration](#)
Letter of Inquiry Deadline: May 24, 2018 (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. Grants 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.

Russell Sage Foundation
Special Initiative on [Integrating Biology and Social Science Knowledge](#)
Letter of Inquiry Deadline: May 24, 2018 (2 pm EDT / 11 am PDT)

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.

Russell Sage Foundation
Special Initiative on [Computational Social Science](#)
Letter of Inquiry Deadline: May 24, 2018 (2 pm EDT / 11 am PDT)

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.

Russell Sage Foundation
Special Initiative on [Immigration and Immigrant Integration](#)
Letter of Inquiry Deadline: May 24, 2018 (2 pm EDT / 11 am PDT)

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.

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

Newsletter Editorial Staff

Michelle Maroto, Assistant Professor, University of Alberta
LaShaune Johnson, Assistant Professor, Creighton
Carmen Brick, PhD candidate, University of California-Berkeley
Lauren Valentino, PhD candidate, Duke University
Ying Huang, PhD candidate, SUNY Albany
Yuching Cheng, PhD candidate, SUNY Albany
Michael Scott, PhD candidate, UT Austin
Stephanie Pullés, PhD candidate, UC Irvine
Shengwei Sun, PhD candidate, University of Maryland
Jessica Ordemann, Researcher, DIPF