Dear SREM Members,

I hope that you’re thoroughly enjoying your summer. I am having a great summer. I’ve been consumed with learning a new programming language, developing new analytic models, and catching up on my reading. I’ve also taken the time to lose—or find—myself on long runs and rides around the Chicagoland area. Notably, the latter activities greatly inform the former scholarly ones as they provide great insights on the ongoing quandaries that I confront. This is one way I find peace in the sometimes stressful and, often times, extremely busy research-teaching environment.

Over the past year, I’ve also found peace through my ongoing communications with many of you. These came in the form of emails about a job or related announcement, phone conferences about SREM programming, and, most often, informal conversations with members when I am on the road for a presentation. In all of these interactions, I feel honored to lead this section. I love the passion that our members have for the section, and, importantly, the drive we have for conducting, advising, and spreading news about ongoing social scientific research on racial and ethnic minorities. Additionally, I truly appreciate all of the thoughtful and kind words conveyed to me at various times, as well as the willingness to provide support of and service for our members. All of this makes our section very unique; we are a very large section that still has the feel of a small research community. Thank you for letting me lead our shared community over this past year.

Remember if you are interested in learning more about the art work featured on the first page of our newsletter, you can contact Juxtaposition Arts, at info@juxtaposition.org or call directly at 612.588-1148. And, check Juxta out online at: https://www.facebook.com/JuxtapositionArts OR www.juxtaposition.org
Now, let’s talk about other things that are happening for SREM. First, we have a lot of things going on at the upcoming ASA meetings. We have 6 sessions—inclusive of our roundtables—spread across 2 days—Saturday, August 16th and Sunday, August 17th. Additionally, we have our business meeting at 3:30 on August 16th. At that meeting, we will present all of our section awards for this year. (Note: we will not make formal presentations at the reception.) Lastly, we have a joint reception with the Section on Latina/o Sociology on Sunday, August 17th. The reception will be held at “Slide” (http://slidesf.com) located at 430 Mason Street (walking distance from the hotel). I personally look forward to engaging colleagues and friends at the reception, as well as celebrating with our award winners.

Second, there are several bureaucratic changes coming soon. Silvia Dominguez will officially become Chair of our section at the ASA meetings. Congratulations Silvia! Furthermore, Wendy Leo Moore—our current Newsletter Editor—will become Chair-elect at the meetings. Although these scholars will lead our section in the coming year, I want to recognize the many other contributors to SREM activities. Crystal Fleming is our Secretary-Treasurer and does a lot of the heavy lifting behind the scenes—and she’ll continue to do so for 2 more years. Thanks for all of your past, present and future hard work Crystal! Also, our Council members provide invaluable insight on and oversight for SREM activities. The current Council members are: Mary Campbell, Adia Harvey-Wingfield, Verna Keith, Rashawn Ray, Michelle Robinson, Wendy Roth and Matthew Wray. Thank you for your ongoing service! The newcomers to the Council are: Joyce Bell, Bhoomi Thakore and Michael Rodriguez-Muñiz. I look forward to working with you in the coming year on the council in my role as past-Chair.

Finally, I’d like to thank a number of other folks who are intimately involved in our section activities. First, I’d like to thank Wendy Leo Moore for putting together this newsletter. She continues to pull together work that engages our members and showcases the ongoing contributions of SREM to the larger sociological community. Thank you Wendy for your all of your work on Remarks! I’d also like to thank Ryon Cobb for maintaining the Facebook and Twitter pages, as well as Yasmine Irizarry for maintaining our ASA webpage. In addition to these individuals—and those mentioned the paragraph above—there are an array of others that are extremely active in promoting our section. I will refrain from listing names—it would be like the Snickers commercial, “Not going anywhere for a while?”—but I’d like to recognize the mass of past-Chairs, past-Council members, past-Secretary-Treasurers, committee chairs and members, members, and student members that contribute to our shared community. Thank you!

In closing, thank you for being a SREM member. I value your membership and support; I have found the support of SREM members and office holders to be invaluable throughout my year as section Chair. I look forward to interacting with all of you more in the coming years as we, as a community, continue to produce research that advances our understanding of race and ethnicity.

Peace,
Quincy Thomas Stewart
Northwestern University
Hello comrades in the Race and Ethnic Minority Section of the American Sociological Association!

It is my pleasure and honor to be the soon to be chair of this organization. I am a Latin-American immigrant woman who came to the United States as an adolescent. I spent part of my youth in a neighborhood populated by second and third generation Irish and Italian immigrants who taught me very early that I was “not one of them.” Speaking Spanish was the culprit. What solidarity and camaraderie I did not get from these European groups, I got from the African American community. Although race issues in South America were less overt than class-based issues of inequality, the vile hatred produced by issues of racial oppression hit me hard when I came to the U.S. Since then, I have worked with and researched about race and ethnic minorities. Before coming to academia, I was trained as a forensic psychiatric social worker and directed the psychiatric services in the largest prison in MA. My time in prison coincided with the war on drugs and the increased criminalization of minority males and the entrenchment of a racial caste system so eloquently explained recently by Michelle Alexander. Through collaboration across groups and different players in the prison, we were able to cut down the homicide and suicide rates to zero and decreased significantly violent incidents over several years. Several years later, I went back to school for my PhD, got a job at Northeastern University, and have been adamant about pursuing research for the betterment of society. As a result, I am an interdisciplinary scholar who straddles micro-macro polarities and everything in between. I am the daughter and granddaughter of women politicians who fought for social justice and their work and life lie behind my focus in life and readiness to organize and work collectively.

At first hand, through work and research, I have seen the results of exclusion, segregation and marginality. I have published about immigrants in public housing, poverty, violence and mental health and on how whites acculturate when working with immigrants. I work with social networks from an ethnographic perspective but value a mixed-methods approach and have just published a book on mixed-methods and social networks. Currently, I am working on mechanisms of exclusion (e.g., issues of micro-aggressions, discriminatory stress, and stereotype threat), and I am developing ideas on the role of family courts in fomenting inequality and institutional violence.

I am happy to continue the great work and initiatives of Tanya Boza-Golash, Quincy Thomas Stewart, and other past SREM Chairs and value membership input on the ideas, comments and cooperation from all of you in the section. I value diversity and inclusivity. In line with this, I believe that cooperation with other sections is important and that we should work hard to make our section’s Journal a big success. Members of our section are versatile and come from a diversity of backgrounds and this makes our section specially prepared to be innovative and creative in fostering growth and prominence within ASA and among ourselves, our research endeavors, and, the real possibilities for collaboration and change.

Sincerely,
Silvia Dominguez
**New SREM Member Publications!**

**ARTICLES and BOOK CHAPTERS**

- **Aranda, Elizabeth** and **Elizabeth Vaquera.** “Lawmakers can give Dreamers Chance at Higher-Ed Success.” *Orlando Sentinel*, May 1, 2014.
BOOKS

**Race in Transnational and Transracial Adoption**
Edited By: Vilna Bashi Treitler
Palgrave McMillan, 2014

When parents form families by reaching across social barriers (the color line, or the boundaries between 'First World' and 'Third World' nations) to adopt children, where and how does race enter the adoption process? How do agencies, parents, and the adopted children themselves deal with issues of difference in adoption? This volume engages writers from both sides of the Atlantic to take a close look at race in transnational and transracial adoption. The contributors tackle questions of how adoption agencies engage race online; how parents understand race as a factor in raising their adopted children; how culture camps engage with parents and children about racial issues; and how social policy shapes the racial aspects of adoption, for better or worse.

**The Causes of Structural Unemployment: Four Factors that Keep People from the Jobs They Deserve**
By: Thomas Janoski, David Luke, and Christopher Oliver
Polity Press, 2014

There is a specter haunting advanced industrial countries: structural unemployment. Recent years have seen growing concern over declining jobs, and though corporate profits have picked up after the Great Recession of 2008, jobs have not. It is possible that “jobless recoveries” could become a permanent feature of Western economies. This illuminating book focuses on the employment futures of advanced industrial countries, providing readers with the sociological imagination to appreciate the bigger picture of where workers fit in the new international division of labor. The authors piece together a puzzle that reveals deep structural forces underlying unemployment: skills mismatches caused by a shift from manufacturing to service jobs; increased offshoring in search of lower wages; the rise of advanced communication and automated technologies; and the growing financialization of the global economy that aggravates all of these factors.

**The Myth of the Model Minority, Second Edition**
By: Rosalind S. Chou and Joe R. Feagin
Paradigm, 2014

The second edition of this popular book adds important new research on how racial stereotyping is gendered and sexualized. New interviews show that Asian American men feel emasculated in America’s male hierarchy. Women recount their experiences of being exoticized, subtly and otherwise, as sexual objects. The new data reveal how race, gender, and sexuality intersect in the lives of Asian Americans. The text retains all the features of the renowned first edition, which offered the first in-depth exploration of how Asian Americans experience and cope with everyday racism. The book depicts the “double consciousness” of many Asian Americans—experiencing racism but feeling the pressures to conform to popular images of their group as America’s highly achieving “model minority.”
**BOOKS Continued....**

*Routledge International Handbook on Race, Class, and Gender*
By: Shirley A. Jackson
Routledge, 2014

The *Routledge International Handbook of Race, Class, and Gender* chronicles the development, growth, history, impact, and future direction of race, gender, and class studies from a multidisciplinary perspective. The research in this subfield has been wide-ranging, including works in sociology, gender studies, anthropology, political science, social policy, history, and public health. As a result, the interdisciplinary nature of race, gender, and class and its ability to reach a large audience has been part of its appeal. Contributors to the book include David Embrick and Kasey Henricks, Cliff Leek and Michael Kimmel, Elizabeth (Almquist) Esterchild and Ray L. Darville, Mangala Subramaniam and Preethi Krishnan Ramaswamy, Stanley Thangaraj, Shobha Hamal Gurung, and many others.

*Getting Real About Race: Hoodies, Mascots, Model Minorities, and Other Conversations*
Edited By: Stephanie M. McClure and Cherise A. Harris
Sage, 2014

The book is an edited collection of short essays that address the most common misconceptions about race held by students (and by many in the United States, in general)—it is a "one-stop shopping" reader on the racial topics most often pondered by students and derived from their interests and concerns. There is no existing reader that summarizes the research across a range of topics in a consistent, easily accessible format and considers the evidence against particular racial myths in the language that students themselves use. With contributions from Matthew W. Hughey, Rashawn Ray, Min Zhou, Wendy Leo Moore, and many others.
Editorials and Essays By SREM Members

Redskins and Wahoo’s as ultimate Denial of Symbolic Racism, or Same Old Whine in the Same Old Bottles of Distilled Racist Rants

By James Fenelon,
Professor of Sociology and Dakota/Lakota from Standing Rock Sioux

Take a look at the photo of a “dancing Redskin” fan below, and tell yourself what you see as a scholar of Race and Ethnicity, and racism, in contemporary American society. Because much of America is seeing, or at least reporting, something altogether different. Fans and pundits and even columnists state that the team name and its images are either “honoring” Native Americans, or really don’t have anything to do with Indian nations or peoples, although the term has been used in genocidal attacks against both of my bloodlines – the Dakota after the Mankato hangings in 1862 where Minnesota offered over “$200 for every Redskin sent to Purgatory” proven through delivering scalps or “dead bodies” for the bounty, and the Lakota as prelude to the killings of our families at Wounded Knee where the newspapers stirred up racial hatred with headlines such as “Old Sitting Bull Stirring Up the Excited Redskins” and “Some Bad Redskins” were with Big Foot in the winter of 1890. This is “Honoring” or “Just fun”?

It is amazing that a large portion of American society does not see this as racism, or even as hurtful, discounting both research and testimony of how these images, names and antics cause psychological and cultural harm to Native children, who are being taught that eagle feathers are given in respect to those who earn them, that they are the descendants of Nations and societies worthy of recognition, and that their ceremonies and traditions are valuable and sacred, even as these be-feathered racist antics suggest that Americans will mock and denigrate the cultures of indigenous peoples.
Even more surprising is that defenders of these sports mascots, in particular the Washington Redskins, deny any negative effects and even claim that Native Americans broadly support their use, up to 90% according to one poll quoted ad nauseam by team owners and fans. This is where bad social science intersects with institutional racism, and where my work on similar issues some 20 years ago in Cleveland needed to be redressed for Washington, our nation’s capital, where columnists such as George Will are saying an “absence of general or Native American revulsion about “Redskins,” means that only “some people” who are “professionally indignant” are goading the “overreach of government” into being coercive “about wedding cakes and team names.” Wow, talk about dismissal and denial. However, knowing otherwise, we ran our own survey with actual American Indian respondents, with results that are more in line with what we know Native peoples are feeling and talking about, finding the “large majority of American Indians, when properly identified and polled, find the team name offensive, disrespectful and racist.”

American Indians were 67% in agreement, 12% were neutral and 20% disagreed with the statement: “The Redskins team name is a racial or racist word and symbol.” Whites were 33% in agreement, 26% neutral, and 41% disagreed the term was racial, generally the reverse of American Indian responses. The neutral category played a significant role for whites in allowing them to not be seen as “racist” – upon further analysis more than 60% of whites reject the term Redskins as racist, while more than 60% of Indians see the term Redskins as racist.

Fig. 1: **Question 1 (recoded) – Indians versus Others (all) on Redskins being racist**

<table>
<thead>
<tr>
<th>Red1R * Indian Crosstabulation</th>
<th>Others</th>
<th>Indians</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Racist name</strong></td>
<td>105</td>
<td>66</td>
<td>171</td>
</tr>
<tr>
<td></td>
<td>36.0%</td>
<td>67.3%</td>
<td>43.8%</td>
</tr>
<tr>
<td><strong>Neutral</strong></td>
<td>99</td>
<td>12</td>
<td>111</td>
</tr>
<tr>
<td><strong>% within Indian</strong></td>
<td>33.9%</td>
<td>12.2%</td>
<td>28.5%</td>
</tr>
<tr>
<td><strong>Is not racist name</strong></td>
<td>88</td>
<td>20</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>30.1%</td>
<td>20.4%</td>
<td>27.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>292</td>
<td>98</td>
<td>390</td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
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</tr>
</tbody>
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We just reported this in the spring of 2014, and only Indian Country Today would run the story report, since it counters all mainstream media. The Washington Post actually interviewed me about methods, their analyst pretending to be a reporter, asking who did the collecting (“were they Indian?”) and so on, later discounting the work and refusing to report it. This is in the face of more than 40 years of protest, even as reported in the Post itself, by the National Congress of American Indians and now most other major Native American organizations and educational institutions. George Will even attacks Amanda Blackhorse, lead litigant in the Trade-
marks decision finally won after seven years in the courts, guided by Suzan Harjo who presented these same perspectives at a thematic session for the American Sociological Association in 2000, and who has been in the fight for more than forty years. Blackhorse is Navajo, where there is a school using the name much as the N word is often re-appropriated by some African-Americans, but where the Navajo Tribal Council voted to condemn its usage in professional sports.

Denial ain’t only a river in DC, although the Smithsonian Institution’s lead linguist published a deeply flawed report saying the term originated with Native peoples themselves and was mostly “benign.” Really, this being right before and during the lead up to the Trail of Tears, acknowledged genocide? No, dismissal is deep in most other sectors of American society, and in any city or university still employing these racial mascots.

Some twenty years ago I took my first tenure line position at a Jesuit university just outside Cleveland, Ohio, where the most pernicious sports mascot icon exists, the “Chief Wahoo” of the Cleveland Indians baseball team. Just as in Washington, they claimed it was to “honor” Native peoples or it had nothing to do with race or Indians, sometimes in the same sentence response to our survey on such attitudes. Again, how can reasonable people make such claims to any of these racial sports mascots, much less the two most egregious examples, the Washington “Redskins” and the Cleveland Indians’ “Chief Wahoo”?

Our surveys and investigation found that 1.) institutionalized “white racism” is evidenced in the display, distribution, and defense of the racial icon Chief Wahoo; 2.) ethnic group orientation towards symbolic issues is based on one’s own group interests [Indians vastly opposed it, Whites generally supported it; 3.) racialized content of iconic symbols is controlled and defined by dominant groups [white elites]; and 4.) collective ethnic group activism is more likely to cause changes in perceptions of racism and race issues [“framing” the issue as racism assists Blacks and Latinos in joining the resistance].

Some forty and more years since this issue was first charged to the Washington Redskins and Cleveland Indians, we still have “be-feathered, dancing Chiefs” in straight-out racist antics, with clear connections to the worst practices of genocidal racism in our nation’s history. We still have white elites, as in George Will and Dan Snyder (and the Sterlings for that matter, or most media outlets) supporting and defending these deeply racist images and names, citing popular support and bogus polls, and denying the “whine” is just the same-old racism of yesteryear, but in the case of Indigenous Peoples and Native Nations also is in the same-old bottles of racist stereotypes and “R” and “N-word” supremacist icons.

James Fenelon
Professor of Sociology & Director of Center for Indigenous Peoples Studies
California State University, San Bernardino
On July 3rd, 2014 my research addressing racism in The Netherlands was introduced in Amsterdam’s city courts and to the UN Working Group of Experts on People of African Descent during their visit to the Netherlands between June 26 and July 4th. In both venues, scholars and activists highlighted how my findings document Dutch racism broadly, with a focus to how it manifests in classroom practices and discourses that privilege white students and perpetuate hegemonic white supremacist discourses. More specifically, these scholars and activists utilized my work to explain to the legal community how white supremacy appears in Dutch primary school history textbooks, and the institutional aversion in Dutch higher education to studying racism. This use of sociological research in legal and political activist arenas to challenge ubiquitous racism throughout Dutch society is an exciting example of how our work as social scientists expands beyond the walls of the Ivory Tower.

To understand the situation in The Netherlands, and the importance of these statements, one must recognize that “race” does not exist in The Netherlands, at least according to (white) academics, politicians and the public. This denial of race includes the denial of racism even as significant racial inequalities between the largest immigrant groups, Turks, Moroccans, Surinamese and Antilleans and white Dutch exist in every aspect of social life, from placement in pre-university secondary schools, to unemployment rates, to overrepresentation in prison, and that people who are not white are never seen as fully Dutch. People of color in The Netherlands face daily microaggressions that perpetually place them outside the boundary of who is and is not Dutch. Public statements stigmatizing racial others abound by politicians, such as Geert Wilders, who on the eve of the national election led a chant among supporters calling for “fewer, fewer, fewer Moroccans,” and, earlier this week, a police chief stated in public that Moroccans are barbarians and genetically criminal. Yet, according to most of the Dutch populace, race and racism do not exist in the Netherlands and attempts to discuss racism leads to allegations that it is those who want to expose racism who are the actual racists.

Perhaps the best example of both Dutch racism and racist denial is Zwarte Piet (Black Pete). Every year cities throughout The Netherlands are inundated with images and real life Black Petes, Sinterklaas’s black slave/servant/helper who wears the shoes of an enslaved page boy, speaks in a Surinamese accent, is ubiquitous in schools, advertising, toys, trinkets, candy, cakes, movies, and TV in the weeks leading up to Sinterklaas. One cannot escape him on TV, shopping in stores, on public transportation, or in school hallways where depictions of Zwarte Piet abound. On Sinterklaas (5 December), Saint Nicolas arrives to The Netherlands by boat, surrounded by dozens of blackfaced white men and women dressed as Zwarte Piet, reminiscent of slavery when multiple enslaved Africans served a master enslaver. Although many white Dutch claim this is an “important tradition,” significant activism, both in The Netherlands and internationally, has arisen around this figure since Quinsy Gario’s arrest for wearing a self-designed “Zwarte Piet is Racism” t-shirt (with a handful of other protesters) at Sinterklaas’s 2011 arrival in Dordrecht and has led, most recently, to a United Nations investigation into whether Zwarte Piet is racist. A 2013 survey found 91% of the Dutch population was committed to retaining Zwarte Piet.
Charges against Gario for disturbing the peace were eventually dropped and he remains committed to removing Zwarte Piet from the Sinterklaas tradition. After filing a complaint with the Amsterdam City Council to remove Zwarte Piet from that city’s Sinterklaas celebration due its racist nature, he appeared in front of the Council with Patricia Schor. Although their request was denied and both Amsterdam’s Mayor and The Netherlands’ Prime Minister Mark Rutte remain in support of Zwarte Piet, activism will likely continue around this figure while it still exists in public displays.

Activism, which, in 2013 included protesters appearing with taped mouths, “No Zwarte Piet” (“Zwarte Piet Niet” signs), and backs turned to Sinterklaas and Zwarte Piet upon their arrival to Amsterdam, is unlikely to wane while this figure exists. Last year, a number of activists, including Patricia Schor and Gario filed a complaint with the City of Amsterdam arguing that the permit for the Zwarte Piet celebration in Amsterdam should be revoked since it fails to comply with the city’s guidelines that all public events should be multicultural. They argued that due to the racist nature, many of Amsterdam’s children could not enjoy this event and thus it was not multicultural in nature.

To the chagrin of many in The Netherlands, both the judge in Amsterdam and the UN Working Group labeled Zwarte Piet a racist character. The Amsterdam judge stated that the Sinterklaas must be reconsidered in the following years. Although this does not mean that Zwarte Piet will not appear in Amsterdam in the upcoming years, it is offers a significant challenge to those who deny the racist nature of this character. The UN Working Group expressed surprise about the denial of racism in society at large and particularly in regard to Zwarte Piet.

An editorial in the *NRC Handelsblad*, appearing a few days later, appealed to Dutch morality to reconsider Zwarte Piet given the recent events and Piet’s role in perpetuating stereotypes. This may be the first time that a mainstream national newspaper has offered any form of critique of this racist character. However, backlash quickly appeared with many Dutch mayors directly challenging the Amsterdam ruling, stating that they would not only continue to welcome Zwarte Piet in their towns but their celebrations would be for a longer duration, cover more ground in their cities and include more Petes than in years before.

Nevertheless, activism continues with scholars, parents, and community leaders and members continuing to challenge Zwarte Piet and the racism that he represents throughout society. Just last week, a number of activists, including Schor, Gario, and myself sent a letter to Dutch producers of Sesame Street requesting that the character be removed from their television show. As summer fades into Fall, a number of anti-Zwarte Piet rallies have been planned and pressure is mounting to engage in a nationwide discussion about the nature of this character and, simultaneously, racism and its effects on Dutch society. Activism like this is supported through empirical analyses that emphasize the structural and international nature of white supremacy, and I was emboldened by the use of my work in these challenges to this racist caricature. I hope that this experience can embolden us all to continue our work, and our connections with social activists, so that we can see our work supported in and by meaningful social change.
Tips for Surviving and Thriving in Graduate School

By: Jennifer Wyse, PhD Candidate
Virginia Polytechnic and State University

Entering the ivory tower of graduate school can be exciting, intimidating, and stressful. This is especially the case for those of us from families and social networks where graduate school, and even college, is not the norm. Learning to navigate the unknown territory of graduate school can be a frustrating and overwhelming process. I am now nearing the end of my graduate school career and will be starting a tenure-track job in the fall. When I was asked to write this piece, I thought about my experiences and some of the things I learned along the way that helped me to navigate my graduate school experience and, as San Juanita Garcia said, “survive and thrive in graduate school.”

My Story:
Here is a little bit about me. I self-identity as white and Latina, of a bi-ethnic background. My younger sister and I were raised by a white privileged man and an Hispanic, Mexican-American woman. We moved around the United States, and the world, since my dad was in the United States Navy. I know that my biography and lived experiences fostered my sociological imagination well before I even knew the concept. I entered the graduate program with the intent to obtain a master’s degree in order to teach high school history. I specifically chose Virginia Tech’s graduate program in sociology because it also contained the Africana Studies program and I knew I wanted a more critical [read: non-mainstream] graduate learning experience. I wanted to teach high school history in the most humanistic and revolutionary manner, joking along the way that such an approach would get me fired. It was one of my mentors, Dr. Terry Kershaw, who asked me to think about what it would mean to get a Ph.D. and learn how to do research that could affect social justice educational change. It was this idea that pushed me to pursue a Ph.D. and a graduate school path that I knew nothing about.

Throughout my experiences, I have learned how to navigate the culture that is graduate school. Below are some tips from my reflections about my graduate school experience that I think add to a discussion on how to navigate a path to “survive and thrive” in graduate school.

Tip #1: Workshop your papers, always.
My relationship with writing has been an evolving and empowering process. My first couple of years in graduate school, I had labeled myself as a bad writer and was not willing to have others read my work. However, through the mentorship of my dissertation advisor, Dr. David Brusma, I have cultivated a stronger relationship with writing. I took part in Dr. Brusma’s writing workshops where a small group of graduate students get together, read each other’s papers, provide constructive criticism, and revise the paper according to the feedback. I participated in six workshops and the experience was absolutely invaluable. I got to know my colleagues’ work, improve my writing skills, strengthen my scholarship, learn how to review papers, and understand the process of revising and resubmitting articles.
I encourage graduate students, who do not already, to participate in writing workshops. If there are none for you to join in your graduate program, create one!

Tip #2: Apply for Funding
Apply for funding as often as possible, including fellowships, grants, and especially dissertation grants. Regardless of where you want to work (e.g., non-profits, community organizations, academia, the federal government, or other research institutions), knowing how to produce grant proposals is a skill that is widely marketable; something I learned while on the job market. Use your resources to find opportunities to learn about the grant writing process including in your department, at your university, as part of conferences, etc. An excellent blog for advice about grant writing is “Dr. Karen’s Foolproof Grant Template” http://theprofessorisin.com/2011/07/05/dr-karens-foolproof-grant-template/. To be sure, “The Professor Is In,” by Karen Kelsky, Ph.D., is an extremely helpful blog in many regards and I encourage graduate students to explore the website http://theprofessorisin.com/.

Tip #3: Foster Intellectual Confidence
Graduate school can be an intimidating experience for many reasons. I remember my first semester in pro-seminar I went home and had a good cry because I could not understand the language the professor who visited that week was using, and thus I had no idea what he was talking about. As a result, I would be very timid with my ideas. However, one thing I have learned is that professors will push back against our ideas because what they really want is to see our “intellectual bravado,” as a professor at my school calls it, but it really refers to our intellectual confidence. They want us to illustrate our intellectual rigor and engage in intellectual debate; try not to be intimidated by this and actively work to foster intellectual confidence.

Tip #4: Empower a Decolonized Sociological Imagination
Much of what we learn as “mainstream” sociology is “very male [and] very white” (Margolis and Romero 1998). In many ways, what we learn actively silences knowledges from many communities. This reality can be both frustrating and alienating. I encourage those of us who study race and ethnicity to interrogate how racialized power-relations structure knowledge, including theory, research, methods, etc. and to empower decolonized sociological imaginations through our research, theory, and teaching. As Hordge-Freeman, Mayorga, and Bonilla-Silva (2011:114-115) state, we must be “willing to sacrifice white (mainstream) validation in exchange for research that is heavily self-directed and unapologetically critical of mainstream research, [as well as] decolonize…sociological imagination[s]…to unlearn received truths about race, race relations, race research, and even ourselves and our own potential.”

Navigating through graduate school is a learning process. It is important to know what we want out of our graduate experience and to actively create a path for that success. These reflections are meant to be practical tips that hope to embolden fellow graduate students to do just that.

References
Post-Mandela South Africa

The first successful nonviolent Black revolution was celebrated by the world in 1994 when Nelson Rolihlahla Mandela was elected president of the Republic of South Africa, following a prolonged and ultimately successful struggle against colonialism and apartheid. Filled with hope and dreams and a beacon for the world, the country adopted an advanced democratic constitution built on a foundation of non-racialism and non-sexism. Nelson Mandela and the ANC charted a path that would carry South Africa forward and into the international scene. They chose a path of neoliberal economic development, tempered by a system of extensive social grants, black economic empowerment and affirmative action programs. Almost twenty years later on December 5, 2013, the world mourned Mandela's passing. The hopes and dreams are now qualified by ongoing challenges and persistent inequality. In this issue of Sociological Imagination we'll explore the Post Mandela South Africa, with a specific focus on education, economy and intergroup relations.

Submission Guidelines
   Authors’ names, affiliations, and contact information placed on a separate title page.
   Papers should not exceed 30 pages total.
   The format should follow the ASA Style Guide.
   Place tables and figures on separate pages at the end and following the references.
   Please send completed manuscripts by August 15th to Heather Dalmage at hdal-mage@roosevelt.edu

All papers will be reviewed first by the editors, Heather Dalmage, PhD, Roosevelt University, United States and Melissa Steyn, PhD, University of Witwatersrand, Johannesburg, South Africa and then peer-reviewed. **Final drafts due: November 15, 2014.**

*Sociological Imagination*, a peer-reviewed publication of the Wisconsin Sociological Association, seeks papers for consideration of peer review. We accept both qualitative and quantitative methodology as well as essays on theoretical and substantive topics, reviews of books and films, and on pedagogy relative to sociology.
The official journal of ASA’s Section for Racial and Ethnic Minorities, *Sociology of Race and Ethnicity*, is now open for submission. *Sociology of Race and Ethnicity* publishes four issues a year with a specific section of each issue devoted to empirical and/or theoretical articles focused on pedagogical issues pertaining to race and ethnicity. Only original articles will be accepted for publication. Submissions should follow the *ASA Style Guide* in terms of formatting and citations and should not exceed 2500-3000 words in length, including references and notes. We are interested in advancing the teaching of race, from introductory undergraduate courses to advanced graduate courses. All submissions should be clearly informed by the current literature, and (if applicable) provide evidence of teaching effectiveness.

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

The journal’s co-editors, associate editors, and editorial board members are committed to creating a high quality outlet for the most important work in the sociology of race and ethnicity through timely and constructive peer reviews, careful and engaging editorial decision-making, as well as drawing from all epistemological, theoretical, and methodological perspectives and approaches.

Our submission portal can be found at: [http://mc.manuscriptcentral.com/sre](http://mc.manuscriptcentral.com/sre). Submissions to the Race and Ethnicity Pedagogy Section should be identified as such in the submission process.

Additionally, we invite and encourage anyone interested in becoming part of our reviewer database to register for an account through this website, please indicate areas of interest and expertise.

For more information on the Race and Ethnicity Pedagogy section, please contact Hephzibah Strmic-Pawl at hstrmicp@coastal.edu

Editors: David L. Brunsma (Virginia Tech) and David G. Embrick (Loyola University Chicago)
Pedagogy Editor: Hephzibah V. Strmic-Pawl (Coastal Carolina University)
Book Review Editor: Steve Garner (Open)
Associate Editors: Eduardo Bonilla-Silva (Duke), Michael Emerson (Rice), Tanya Golash-Boza (UC Merced), Matthew Hughey (UConn), and Amanda Lewis (Emory)
The PORTRAITS OF AMERICAN LIFE STUDY—PALS research team in conjunction with ARDA (Association of Religion Data Archives) is pleased to announce that the new 2012 wave of PALS data is available for downloading. This wave followed up over 1300 PALS respondents from 2006, making the study of racial/ethnic (and other) change possible. Both in STATA and SPSS, the 2006, 2012, and 2006-2012 files public data sets are available for free. These data sets have hundreds of variables overall, and entire sections devoted to issues members of REM care about.

To access the data, reports, and much more, please visit: http://www.thearda.com/pals/

Position Announcement

The Department of African American Studies at Northwestern University solicits applications for a tenure track Assistant Professor position in the area of Black politics to begin September 2015. We have particular interests in scholars whose work explores black politics and popular culture, diaspora theory, or Black politics outside of the U.S., but we will consider applications with other focuses as well. The position is full time in the Department of African American Studies but may include a courtesy appointment in another department. A Ph.D. in Political Science, African American Studies or other appropriate discipline is required. Applicants should submit a letter of application, curriculum vitae, one publication or writing sample, and three letters of recommendation. Applicants should submit electronically via this link http://www.afam.northwestern.edu/ by October 15, 2014. Northwestern strongly encourages applications from women and minorities. All inquiries should be addressed to Suzette Denose at 847-467-3466 or s-denose@northwestern.edu. AA/EOE.

NORTHWESTERN UNIVERSITY’s Department of Sociology invites applications for a full-time, tenure-track, Assistant Professor position to begin in the Fall of 2015. This is an open-area search. 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 recommendation. For full consideration, materials must be received by October 1, 2014. Please submit all materials to http://www.sociology.northwestern.edu. Northwestern University is an Affirmative Action/Equal Opportunity Employer. We welcome applications from women and members of minority groups. Hiring is contingent upon eligibility to work in the United States.
Sat, August 16, 8:30 to 10:10am
Session Organizer: Matthew W. Hughey, University of Connecticut
Presider: Ashley Wood Doane, University of Hartford
Discussant: Matthew W. Hughey, University of Connecticut
Papers:
Colorblind Racism as News. Jorge Ballinas, Temple University
Managing a Skeptical Embrace: How Ideas about “Black People” Mediate Interracial Relations among Republicans. Corey D. Fields, Stanford University
I Wasn’t Supposed to Notice It: Transracial Adoption and Color-Blind Racism. Devon R. Goss, University of Connecticut
Colorblindness and Epistemological Mechanisms of White Ignorance. Jennifer C. Mueller, Skidmore College
Learning to be "Color-Blind": History Education in Post-Apartheid South Africa. Chana Tee-ger, University of Johannesburg

86. Section on Racial and Ethnic Minorities Invited Session. Racial Theory in the 21st Century: Where We Were, Where We Are, and Where We Need to Be
Sat, August 16, 10:30am to 12:10pm
Session Organizer: Eduardo Bonilla-Silva, Duke University
Panel:
Evelyn Nakano Glenn, University of California-Berkeley
Howard Winant, University of California-Santa Barbara
Eduardo Bonilla-Silva, Duke University
Michael Omi, University of California-Berkeley

130. Section on Racial and Ethnic Minorities Roundtable Session and Business Meeting
Sat, August 16, 2:30 to 4:10pm
2:30-3:30pm, Roundtables
3:30-4:10pm, Section on Racial and Ethnic Minorities Business Meeting
Session Organizer: Quincy Thomas Stewart, Northwestern University

163. Section on Racial and Ethnic Minorities Paper Session. Race and Law on the 50th Anniversary of the US Civil Rights Act
Sat, August 16, 4:30 to 6:10pm
Session Organizer and Presider: Ellen Berrey, State University of New York-Buffalo
Discussant: Osagie Obasogie, University of California-Hastings and University of California-San Francisco
Papers:
Backlash and Attack: The Movement to End Affirmative Action and Open Admissions in Public Universities. *Amaka Camille Okechukwu*, New York University
Regulating Funny: Race, Law, and the Sense of Humor. *Raúl Pérez*, University of California-Irvine
The Visible Bad Guy: The Importance of Making Race Central in Understanding Stand Your Ground Laws. *Angela Stroud*, Northland College

205. Section on Racial and Ethnic Minorities Paper Session. Race and Ethnicity in Everyday Encounters
Sun, August 17, 8:30 to 10:10am
Session Organizer and Presider: *Sofya Aptekar*, Max Planck Institute for the Study of Religious and Ethnic Diversity
Discussant: *Wendy D. Roth*, University of British Columbia
Papers:
Black/White Race Relations in a New Immigrant Destination. *Monica McDermott*, University of Illinois at Urbana-Champaign
Encountering Racialized Navism: Mexican and Korean Youth Doing American from an Outsider-Within Position. *Hyeyoung Kwon*, University of Southern California
Inconsistency within Expressed and Observed Racial Identifications: Identity, Signaling, and Mental Health Status. *Whitney Nicole Laster* and *Tony N. Brown*, Vanderbilt University
Sexual Racism and the Puzzle of Interracial Relationship Rates in the Internet Age. *Jason Ronald Orne*, University of Wisconsin-Madison

247. Section on Racial and Ethnic Minorities Paper Session. Sociology and Mixed Race Studies
Sun, August 17, 10:30am to 12:10pm
Session Organizer and Presider: *Reginald Daniel*, University of California-Santa Barbara
Papers:
Introductory Remarks: Sociology, the Mixed-Race Problem, and the Failure of a Perspective. *Reginald Daniel*, University of California-Santa Barbara
Beyond Movements and Individuals: Multiraciality as a Basis of Group Identity. *Alyssa Marie Newman*, University of California-Santa Barbara
Expanding Critical Mixed Race Studies Across the Globe. *Rebecca C. King-O'Riain*, National University of Ireland-Maynooth
Race Sessions at the ASA Conference (non-SREM Sessions)

56. Thematic Session. 50th Anniversary of the 1964 Civil Rights Act
Saturday August 16, 10:30-12:10
Session Organizer and Presider: Wendy Leo Moore, Texas A&M University
Discussant and Presider: Wendy Leo Moore, Texas A&M University
Papers:
Racial Realism in the New American Workplace. John Skrentny, University of California-San Diego
Immigration and Civil Rights in the 21st Century. Kevin R. Johnson, University of California-Davis
Civil Rights and the New Biopolitics of Race. Dorothy Roberts, University of Pennsylvania
1964 Civil Rights Act: Fall of Jim Crow vs. Fall of Racism. Aldon D. Morris, Northwestern University
The passage of the Civil Rights Act of 1964 was represented a critical juncture in the United States, not only because it outlawed many forms of discrimination in various institutional settings, but also because it became a point of departure for scholarship about law, race, civil and human rights. Its passage represents what legal scholars, social scientists, policy makers and activists signal as a momentous historical moment for social and legal change. Scholars have viewed this legislation as the landmark legal action which transitioned the United States from a legal racial dictatorship, into an era of formal legal equality. To be sure, many scholars of law and inequality have articulated how and why this legislation was not enough to end the persistent racial inequality which still marks the U.S. social structure. Yet there is general (though often tacit) agreement that the political and legal actions leading to and codified in the Civil Rights Act represented a historically significant social shift. 50 years later, this panel sets out to interrogate the contours of that shift through a retrospective look at the Civil Rights Act, the way the Act has been legally construed and interpreted by U.S. Courts in the past half-century, and the effects of this legislation on the lives of U.S. citizens and racial hierarchy. We propose a session that facilitates a nuanced discussion about the enormous potential, successes, and failures of the 1964 Civil Rights Act; a discussion informed by the Act’s stated goal, the end of discrimination in institutions on the basis of race, ethnicity, national origin, religion and sex, as well as its broader ideological promise – social change, in particular the dismantling of structural racial oppression.

345 - Regular Session. Race and Ethnicity: Race, Ancestry, and Genetics
Mon, August 18, 8:30 to 10:10am, TBA
Session Organizer: Nancy Wang Yuen, Biola University
Presider and Discussant: Faustina M. DuCros, San Jose State University
Papers:
Genetic Ancestry Testing and the Reification of Race - Wendy D. Roth, University of British Columbia
Reifying Race: Genetic Genealogy and the Maintenance of the Racial Hierarchy - Kathleen J. Fitzgerald, Loyola University-New
**384 - Regular Session. Race and Ethnicity: Racialization across Diverse Groups**  
**Mon, August 18, 10:30am to 12:10pm, TBA**

Session Organizer: Nancy Wang Yuen, Biola University  
Discussant: Crystal Fleming, SUNY at Stony Brook  
Papers:
- Approaching the Racial Positioning of Muslims in the United States, Pre- and Post-9/11 - Atiya F. Husain, University of North Carolina-Chapel Hill  
- Are Latinos Becoming a “Third Race”?: Legal Status and Immigrant Racial(ized) Identity - Sylvia Zamora, University of California, Los Angeles  
- Racial and Ethnic Identification and Racialization of Refugees in the United States - Fatima Sattar, Boston College  
The Culture of Distance: Rethinking Black Ethnic Relations - Marcelle Mandisa Medford-Lee, University of Chicago

**429 - Regular Session. Racialization and Racism in Public Discourse**  
**Mon, August 18, 2:30 to 4:10pm, TBA**

Session Organizer: Nancy Wang Yuen, Biola University  
Discussant: Christina B. Chin, University of Illinois at Urbana-Champaign  
Papers:
- The Ritual of Restitution: Repairing Overt Racist Breaches in a Colorblind Racial Order - Cedric de Leon, Providence College— Rachael Elizabeth Gorab, Northeastern University; Maureen Curran Outlaw, Providence College  
- Ask a Mexican: Racialization in Public Discourse - Celia Olivia Lacayo, University of California-Los Angeles  
- Partisan Bias and Racial Events: An Examination of Online Racial Discourse - Jeffrey K. Dowd, State University of New Jersey-Rutgers

**520. Thematic Session. Race and Space**  
**Tuesday, August 19, 10:30-12:10**

Session Organizer: Mary Romero, Arizona State University  
Presider: Vilma Ortiz, University of California-Los Angeles  
Discussant: Wendy Leo Moore, Texas A&M University  
Papers:
- Tracking the Interactional Effects of Gang Control across Institutional Settings. Victor M. Rios, University of California-Santa Barbara  
- Green Veneers: Gates Communities, Urban Renewal, and Built Exclusions. Zaire Z. Dinzey-Flores, State University of New Jersey-Rutgers  
- Race in a Special Place: The Case of HWCU's. Eduardo Bonilla-Silva, Duke University  
This panel examines the persistent racial inequality evident in the public and private segregation of everyday lives that serve to block equal opportunity and place racial groups in harm’s way. Uncovering the ways racial space is maintained and reproduced is crucial in understanding the ways the processes are normalized.
Celebrating Troy Duster
Friday, August 15, 9:00am - 6:00pm

Please join us for a day-long celebration of Troy Duster's scholarship, public engagement, and commitment to social justice. Professor Duster is a UC Berkeley Chancellor's Professor and Founding Director of The Institute for the Study of Social Change (now The Institute for the Study of Societal Issues). This event will feature talks and reflections from many of Troy's former students, friends and colleagues from various fields as they discuss his scholarly influence, contributions, and the significance of his work for current and future challenges.

The full agenda can be found here: http://crsc.berkeley.edu/celebrating-troy-duster

We look forward to seeing you there!

Duana Fullwiley, Stanford University
Osagie Obasagie, UC Hastings/UCSF
and Marcy Darnovsky, The Center for Genetics and Society

Announcements


- **Nicole Martorano Van Cleave** is a recipient of the 2014-2015 Ford Foundation Fellowship Postdoctoral Award for her book project, tentatively entitled, “Code of the Courts: Racialized Justice in a Colorblind Era” (Stanford University Press). Through ethnography of the criminal courts in Chicago-Cook County, her research examines how the racial divides and segregation that define mass incarceration manifest within our criminal courts and transform them from central sites of “due process” to central sites of “racialized punishment.”

- **Jack, Anthony Abraham**’s paper, “Culture Shock Revisited: The Social and Cultural Contingencies to Class Marginality," recently published in Sociological Forum, was awarded the best graduate student paper for the Section on Children and Youth and won honorable mention for the David Lee Stevenson best graduate student paper prize for Sociology of Education.

- **Jean Beaman** will be an Assistant Professor of Sociology at Purdue University as of Fall 2014.

- **Dina Okamoto** joined the Department of Sociology at Indiana University in September 2013, and started as Director for the Center for Research on Race and Ethnicity in Society (CRRES) at IU in July 2014.
CONGRATULATIONS to our section award winners!

SREM Oliver Cromwell Cox Article Award:
Aliya Saperstein (asaper@stanford.edu) & Andrew Penner (penner@uci.edu). 2012. “Racial Fluidity and Inequality in the United States,” American Journal of Sociology 118(3): 676-727.

SREM Oliver Cromwell Cox Book Award (co-winners):

SREM Distinguished Early-Career Award:
Matthew Hughey (matthew.hughey@uconn.edu), University of Connecticut
[Honorable Mentions—Helen Marrow and Kevin J.A. Thomas]

SREM Founder’s Award for Scholarship and Service:
Rodney Coates (coatesrd@MIAMIOH.EDU), Miami University—Rodney writes, “I am truly humbled and honored...what can I say. But thanks.”

SREM James E. Blackwell Graduate Student Paper Award:
Natassia Rodriguez (ntrodriguez@stanford.edu) (Stanford University): “The Coexistence of Colorist and Categorical Inequality in Elite Institutions.”
[Honorable Mention—HyeYoung Kwon (University of Southern California): “Doing” American from an Outsider-Within Position: Korean and Mexican Language Brokers.”]
From the Editor:
Composing this Summer’s issue of Remarks has been a real pleasure for me! In addition to the exciting announcements and publications of our members, we have several editorials from our members that illuminate the way in which the work we are doing connects to and aids the work of social activism. James Fenelon’s *Redskins and Wahoo’s as ultimate Denial of Symbolic Racism, or Same Old Whine in the Same Old Bottles of Distilled Racist Rants*, and Melissa Weiner’s *Racism, Blackface and Resistance in The Netherlands*, both reveal how social activists are utilizing sociological theory and empirical data to challenge racism politically and legally. As well, Jennifer Wyse, our Graduate Student Corner contributor provides compelling advise about how to engage in the work of scholarship and writing, as well as stay committed to the goal of social activism. Together, I think that the editorials in this issue should remind us all that our work is important and has the potential to have an impact on the social worlds which we study. I hope that all of you will continue to contribute to the newsletter in such meaningful ways!

Beginning this Fall I will begin to work together with Dr. Tiffany Davis (Chicago State University) to transition the editorial responsibilities to her—she will be our future Remarks editor. We will work together this year, so you may continue to send your input to me, but beginning next summer she will take over! So keep an eye out for that change.

I wish you all a productive end of summer and ASA annual meeting. I look forward to seeing many of you in San Francisco, and as always, if you have ideas for Remarks, please let me know!

Remarks is edited by Wendy Leo Moore

If you have comments, concerns, or ideas for future issues, please contact Wendy at wlmoore@tamu.edu.