

Remarks

Newsletter

Section on Racial and Ethnic
Minorities
American Sociological Association

Fall 2014



Message from Our Chair

Dear Members,

Recent events remind us just how much racial injustice prevails in every context and institution of our daily lives. The silver lining is that these racial attacks have also heightened the visibility of racial and ethnic minority groups. We find ourselves at a crossroads, with the renewal of energies by racist organizations on the one hand and the gathering momentum of protest and resistance movements against nativists, racists and our white supremacist nation. The time has come for us to take an activist approach to our vocations as educators, researchers, and public intellectuals.

The color-blind sentiment of “We are the World” is beginning to erode with the fiasco of Ferguson. The nation is seeing how black and brown folks weather physical brutality and institutional violence of the worse variety. As I explained to several college radio stations last week when invited to speak on the topic of racism in Ferguson and Boston, the media continues to frame these protests as a rivalry between black and white, but the protests are shaping up as the grievances of the disgusted against the complacent. It warmed my heart knowing that many of the protesters are white, that they are young and old, that they are outraged by the heartless killing of black men, that they are not standing for the denial of justice, and that they are asking the right question when they chant in solidarity, “Whom are you protecting?”

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

The vicious murders of Eric Garner and Michael Brown are forcing white people to own up to their race-based privileges and the delusions of their post-racial optimism. Meanwhile, movements like the "Fight for 15" led by Terrance Wise shows how racial minorities are wising up as charismatic leaders and re-framing the grievances of the nation as class-based struggles.

What lesson can we take away from these developments as educators? These experiences have only intensified my conviction that we must overcome our status as the wretched of academia, teaching the courses no one else can because of the formidable and damning nature of our material. In the past, the hostile nature of our critique has meant that we have smaller class sizes and less support from our departments. We must therefore take advantage of recent events and the spotlight they have shined upon racial and minority groups to secure and extend our capacity to teach and conduct research. We must throw our weight around as ambassadors of ethnic and minority groups and as experts of racism and white privilege. It's time that our schools and departments begin to pay more attention to us as authorities on these urgent problems of national and international magnitude.

We must do more than satisfy department benchmarks and take an activist approach to the courses we teach through the selection of pointed materials and the specification of direct objectives. This is only way we can burst the bubble of colorblind students. For example, in my "Violence and Society" course, my students and I tackled hard-hitting issues such as health disparities, the Wall Street meltdown of 2008, police brutality, and criminal justice. The readings and films helped to shatter any doubt that racial injustice was a thing of the past and demystified for them how citizens continue to be passive beneficiaries of white hegemony. In a course I teach to human service workers, I received feedback from students who were forced to face up to their own privilege for the sake of honing their cultural intelligence:

"As a fellow citizen, this class has already changed how I view society as a whole. Like I have said before, this class has made me become more aware of the impact of power and privilege of dominant groups and the role it plays in the marginalization of oppressed groups. I am so much more aware of the privileges I have had and continue to have because of reasons I really cannot control, but I am also more sensitive to people who do not have those same privileges. Additionally, this class has made me want to break out of my comfort zone of knowing the same types of people and get to know people from different racial and ethnic backgrounds in my community. There was one class that you said, "my goal is to help make you better, nicer people" which sums up to me why cultural intelligence is important. If we are all more understanding, more patient, and more sensitive to everyone's different backgrounds and experiences, we can all become more culturally intelligent individuals."

.....Continued

It is now the midpoint of my term as your Chair of SREM. I have endeavored to put members in touch with all the resources I can muster. Many of you have expressed your appreciation when I share personal experiences, which is why I continue to do so. I am conversely touched by your stories of suffering for being *Presumed Incompetent*, to quote the title of the recent book.

Please let me know if you are taking the opportunity to assert your voice as an expert or, if you have found effective ways and pedagogies to shatter the walls of white indifference and racist complacency. Please share your stories so I can inform the membership of your activities. I welcome all of your ideas on how we can seize the opportunity presented by recent events to advance the cause of our teaching and research and to making a difference through our power as educators.

I will continue to send emails with section calls for CFPs and other opportunities for involvement. I look forward to our upcoming conference in Chicago where we will party with the Latino Section. I hope you are inspired and shaken by this call to action.

Please stay tuned.

Your Chair,

Silvia Dominguez

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New SREM Member Publications!

ARTICLES and BOOK CHAPTERS

- **Davis, Tiffany Y. and Wendy Leo Moore.** 2014. "'Spanish Not Spoken Here': Latinos, Race, and the Racialization of the Spanish Language in the United States." *Ethnicities*. Vol. 14 No. 5: 676-697.
- **Doane, Ashley.** 2014. "Being White, Growing Grey: The 'Racial Career' of a Baby Boomer." Pp. 133-153 in *Race and the Lifecourse: Readings from the Intersection of Ethnicity and Age*, edited by Diditi Mitra and Joyce Weil. New York: Palgrave/Macmillan.
- **Doane, Ashley.** 2014. "Shades of Color Blindness: Rethinking Racial Ideology in the United States." Pp. 15-38 in *The Colorblind Screen: Race and Television in Contemporary America*, edited by Sarah Turner and Sarah Nilson, New York: New York University Press,.
- **Moore, Wendy Leo.** 2014. "White Lies: Social Science Research, Judicial Decision Making and the Fallacy of Objectivity" in *Making Law and Courts Research Relevant; The Normative Implications of Empirical Research*. Eds. Chris W. Bonneau and Brandon L. Bartels. New York: Routledge: 79-96.
- **Moore, Wendy Leo.** 2014. "'Now all the good jobs go to them!': Affirmative Action in the Labor Market." In *Getting Real About Race: Hoodies, Mascots, Model Minorities, and Other Conversations..* Eds. McClure, Stephanie M. and Cherise A. Harris. Thousand Oaks, CA: SAGE Publications, Inc: 245-256.
- **Sun, Ken Chih-Yan.** 2014. "Reconfigured Reciprocity: How Aging Taiwanese Immigrants Transform Cultural Logics of Elder Care." *Journal of Marriage and Family*, 76(4): 875-889.
- **Sun, Ken Chih-Yan.** 2014. Transnational Healthcare Seeking: How Aging Taiwanese Return Migrants Think about Homeland Public Benefits." *Global Networks* 14(4): 533-550.
- **Sun, Ken Chih-Yan.** 2014. "Transnational Kinscription: A Case of Parachute Kids and Their Parents in Taiwan." *Journal of Ethnic and Migration Studies* 40(9): 1431-1449.
- **Tope, Daniel, Justin Pickett, Ryon Cobb, and Jonathan Dirlam.** 2014. "Othering Obama: Racial Attitudes and Dubious Beliefs about the Nation's First Black President." *Sociological Perspectives*, December 57: 450-469.
- **Varela, Kay S. and Wendy Leo Moore.** 2014. "'He Looks Like He's Up to No Good:' White Space, Constructions of Safety, and the Killing of Trayvon Martin." in *Trayvon Martin, Race, and "American Justice:" Writing Wrong*. Eds. Kenny Fasching-Varner, Adrienne Dixson, Rema Reynolds, and Katrice Albert. Sense Publishers: Rotterdam, The Netherlands: 39-48.

**Special Issue of the American Behavioral Scientist December 2014; 58 (14).
Latino Incorporation Across Social Institutions
Guest editors: Elizabeth Vaquera, Elizabeth Aranda and Roberto G. Gonzales**

Elizabeth Vaquera, Elizabeth Aranda, and Roberto G. Gonzales. “Patterns of Incorporation of Latinos in Old and New Destinations: From Invisible to Hypervisible” *American Behavioral Scientist* December 2014 58: 1823-1833, doi:10.1177/0002764214550293

Nilda Flores-González, Elizabeth Aranda, and Elizabeth Vaquera. ““Doing Race”: Latino Youth’s Identities and the Politics of Racial Exclusion” *American Behavioral Scientist* December 2014 58: 1834-1851, first published on September 23, 2014 doi:10.1177/0002764214550287

Roberto G. Gonzales, Veronica Terriquez, and Stephen P. Rusczyk. “Becoming DACAmented: Assessing the Short-Term Benefits of Deferred Action for Childhood Arrivals (DACA)” *American Behavioral Scientist* December 2014 58: 1852-1872, first published on October 1, 2014 doi:10.1177/0002764214550288

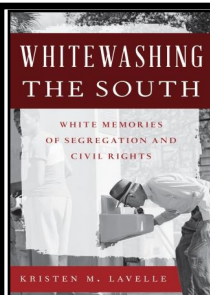
Lisa M. Martinez. “Dreams Deferred: The Impact of Legal Reforms on Undocumented Latino Youth.” *American Behavioral Scientist* December 2014 58: 1873-1890, first published on October 3, 2014 doi:10.1177/0002764214550289

Heide Castañeda and Milena Andrea Melo. “Health Care Access for Latino Mixed-Status Families: Barriers, Strategies, and Implications for Reform.” *American Behavioral Scientist* December 2014 58: 1891-1909, first published on September 26, 2014 doi:10.1177/0002764214550290

Stephanie A. Bohon, Meghan Conley, and Michelle Brown. “Unequal Protection Under the Law: Encoding Racial Disparities for Hispanics in the Case of *Smith v. Georgia*.” *American Behavioral Scientist* December 2014 58: 1910-1926, first published on September 23, 2014 doi:10.1177/0002764214550291

Marta Maria Maldonado. “Latino Incorporation and Racialized Border Politics in the Heartland: Interior Enforcement and Policeability in an English-Only State.” *American Behavioral Scientist* December 2014 58: 1927-1945, first published on September 26, 2014 doi:10.1177/0002764214550292

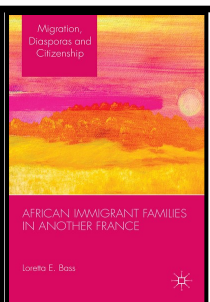
BOOKS



Whitewashing the South: White Memories of Segregation and Civil Rights

By: Kristen M. Lavelle
Rowman & Littlefield, 2014

Whitewashing the South is a powerful exploration of how ordinary white southerners recall living through extraordinary racial times—the Jim Crow era, civil rights movement, and the post-civil rights era—highlighting tensions between memory and reality. Lavelle draws on interviews with the oldest living generation of white southerners to uncover uncomfortable memories of our racial past. The vivid interview excerpts show how these white southerners both acknowledged and downplayed Jim Crow racial oppression, how they both appreciated desegregation and criticized the civil rights movement, and how they both favorably assessed racial progress while resenting reminders of its unflattering past.



African Immigrant Families in Another France.

By: Loretta E. Bass
Palgrave-Macmillan, 2014

The incorporation of Sub-Saharan African immigrant families is a key issue for France and Europe at large. Using the voices of first and second-generation immigrants to describe their integration experiences, this book illustrates how racial and immigrant statuses are assigned simultaneously and inseparably for those of African-descent in France, and in turn limit employment and social cohesion, often irrespective of an individual's qualifications or citizenship documents. Moreover, Bass explains how the practices of French universalism and secularism together have become a straightjacket and ostrich policy for France, as the difficulties of incorporation are obfuscated by data regulations that limit the ability to measure social inequalities patterned by ethnic or immigrant descent.

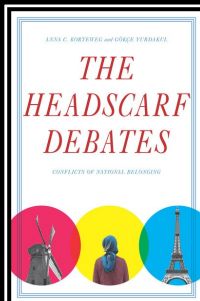


Behind the White Picket Fence: Power and Privilege in a Multiethnic Neighborhood

By: Sarah Mayorga-Gallo
The University of North Carolina Press, 2014

The link between residential segregation and racial inequality is well established, so it would seem that greater equality would prevail in integrated neighborhoods. But as Sarah Mayorga-Gallo argues, multiethnic and mixed-income neighborhoods still harbor the signs of continued, systemic racial inequalities. Drawing on deep ethnographic and other innovative research from "Creekridge Park," a pseudonymous urban community in Durham, North Carolina, Mayorga-Gallo demonstrates that the proximity of white, African American, and Latino neighbors does not ensure equity; rather, proximity and equity are in fact subject to structural-level processes of stratification.

BOOKS Continued....

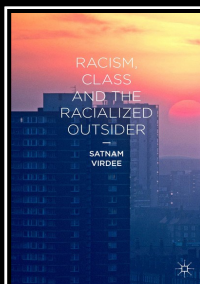


The Headscarf Debates: Conflicts of National Belonging

By: Anna Korteweg and Gökçe Yurdakul

Stanford University Press, 2014

The Headscarf Debates brilliantly illuminates how belonging and nationhood is imagined and reimagined in an increasingly global world. All countries promote national narratives that turn historical diversities into imagined commonalities, appealing shared language, religion, history, or political practice. *The Headscarf Debates* explores how the headscarf has become a symbol used to reaffirm or transform these stories of belonging, focusing on France, Germany, and the Netherlands—countries with significant Muslim-immigrant populations—and Turkey, a secular Muslim state with a persistent legacy of cultural ambivalence. The authors pay unique attention to how Muslim women speak for themselves, how their actions and statements reverberate throughout national debates.

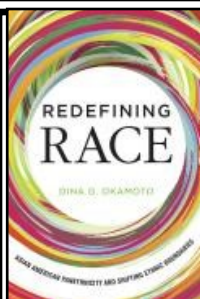


Racism, Class and the Racialized Outsider

by Satnam Virdee

Palgrave Macmillan, 2014

Racism, Class and the Racialized Outsider offers an original perspective on the significance of both racism and anti-racism in the making of the English working class. While racism became a powerful structuring force within this social class from as early as the mid-Victorian period, this book also traces the episodic emergence of currents of working class anti-racism. Through an insistence that race is central to the way class works, this insightful text demonstrates not only that the English working class was a multi-ethnic formation from the moment of its inception but that racialized outsiders – Irish Catholics, Jews, Asians and the African diaspora – often played a catalytic role in the collective action that helped fashion a more inclusive and democratic society.



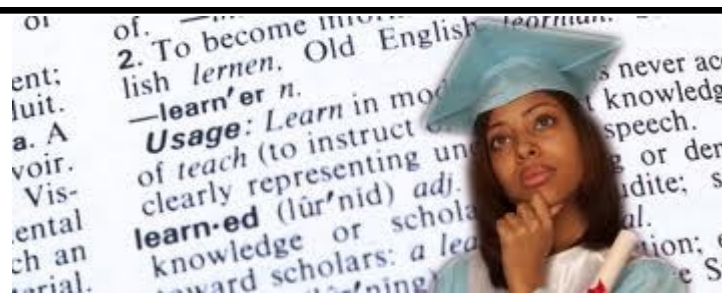
REDEFINING RACE: Asian American Panethnicity and Shifting Ethnic Boundaries

By: Dina Okamoto

Russell Sage Foundation, 2014

Drawing on original research and a series of interviews, Okamoto investigates how different Asian ethnic groups created this collective identity in the wake of the Civil Rights movement in the 1960s. Okamoto documents the social forces that encouraged the development of this panethnic identity. The racial segregation of Asians in similar occupations and industries, for example, produced a shared experience of racial discrimination, which led Asians of different national origins to develop shared interests and identities. By constructing a panethnic label and identity, ethnic group members created their own collective histories, and in the process challenged and redefined current notions of race.

Graduate Student Corner: Perspectives from the Experiences of SREM Graduate Students



Things You Will Hear When You Teach and Study Race and How to Combat Them

Devon R. Goss, PhD Student
University of Connecticut

Studying race, ethnicity, and racism in the academy is exciting, compelling, and intriguing. Our scholarly dedication also brings with it a host of common misunderstandings and stereotypes about the nature of race and racism, as well as those who should study and produce knowledge about the topic. I didn't start my graduate student career planning on studying racism, and have been surprised at the common quarrels and mix-ups I encounter when describing my work both within the classroom and outside of the academy. Whether these comments are told to us in the classroom from undergraduate students, in reviewers' comments on manuscript submissions, or in our department hallways with other students and faculty, graduate students studying race, ethnicity, and racism will crash into the following rhetorical roadblocks at least once in their graduate career. The important thing is to plan our maneuvers. Below are examples of these common misunderstandings and beliefs while studying and teaching race and my advice on how to combat them.

Number 1: Race is biological, not sociological

Though this might be surprising to you as a sociologist studying race, you are going to get this one a lot. Although essentialist notions of race are more easily observable within the classroom, these beliefs also reside on the teaching and researching side of the desk. The best way I've found to confront these beliefs is to use refutations of biological essentialism from biologists themselves. In the classroom, I assign these readings to my undergraduate students early on in the semester so that we can unpack their wrongheaded assumptions about race.

Number 2: Racism is not a problem anymore

This comment usually comes from people who accept that race isn't biological but don't think that racism is a serious issue in the United States any longer. When these comments come up, expect comparisons of the progressive here-and-how to Jim Crow segregation and slavery. I find that these comments are best combatted with a variety of facts about the persistence of racism in the United States. I recommend memorizing a few simple statistics about white wealth as compared to Black wealth, stop and frisk racial discrepancies and contemporary school segregation that you can easily throw out to skeptics in order to demonstrate how pervasive and embedded in structures and institutions racism is today.

Number 3: Race is just a personal issue for you

This belief is closely related to Number 4 (see below). When graduate students of color study and teach about race, they are automatically disregarded as an illegitimate authority on race because the issue is seen to be too close to their own lives for them to have an unbiased view—as “mesearch.” Such framing occurs both within the classroom (see student evaluations for proof of this phenomenon) and within the discipline of sociology *writ large*. Mentors of color are an excellent resource for graduate students in these situations, and San Juanita Garcia wonderfully described how to link up with mentors in the Fall 2013 edition of the Graduate Student Corner.

Number 4: You can't be an authority on race

This comment is the flip-side of Number 3, wherein white graduate students are told that they can't be an authority of race because it's not a personal issue to them or that the “race jobs” are understood as reserved for “target of opportunity” hires. This understanding will crop up in much more covert ways than Number 3. On the one hand, white graduate students will receive more legitimacy in their roles as professors and scholars because they will be seen as unbiased about the topic of race and due to white privilege. However, when white students explain their area of study and potential research topic to people within and outside of the academy, they will be asked to defend their interest, legitimacy, and even moral authenticity in relation to the study of race ... over and over again. As a white scholar, I often point out that race impacts my life just as much, albeit differently, as people of color. ...or when I'm feeling a bit pernickety, I remark that the same is never asked of criminologists: must one be a criminal or dedicated to the eradication of crime to adequately study it? Methinks not.

Number 5: Race is a narrow topic of study

Graduate students studying race and racism may hear that they are being too narrow in their area of study from mentors and faculty. I suggest two approaches for how to deal with those who find race a narrow area of study. The first is to emphasize the pervasive nature of racialization in the United States, and how this racialization occurs in relation with multiple institutions that sociology considers worthy of their own area of study, such as the family, education, organizations, and politics. Additionally, I suggest graduate students in the field of race and racism studies try to expand their research out into the larger social processes that they are discussing, as well as nesting their research into a conversation in the race and racism literature. A project about code-switching in biracial adults could be put in terms of symbolic boundaries, whereas a project about Latina domestic workers in white homes could be a narrative about the blurring of the public and private spheres.

Number 6: What do you think about [current depressing racist event]?

As the race and racism scholar in your cohort, department, or university, you are bound to encounter someone who shall ask your opinion on the most recent national issue regarding race. From Treyvon Martin to Donald Sterling to Michael Bell, these “hot button,” racial topics are almost uniformly depressing and anger-inducing. The constant navigation of questions and perspectives—that either overtly support racist practices or naively and implicitly defend racism—from colleagues and students will take a toll on your emotional well-being.

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The best way to combat the onslaught is to surround yourself with others who understand the reality of racism and the discursive maneuvers frequently used to avoid that reality. Do not underestimate the importance of friends and comrades with whom you may vent about these frustrations. Moreover, such a cadre can cooperatively assist all its members to progress through your programs and careers, whilst theorizing and writing more productively, and toward the end of not just interpreting the world, but to change it.

Helpful Resources:

- Graves, Jr., Joseph L. 2002. *The Emperor's New Clothes: Biological Theories of Race at the Millennium*. Rutgers, NJ: Rutgers University Press.
- Oliver, Melvin and Thomas Shapiro. 1995. *Black Wealth/White Wealth*. New York, NY: Routledge.
- Patton, Stacey. 2014. "How Race-Studies Scholars Can Respond to Their Haters." *The Chronicle Vitae*. June 27. Retrieved from: <https://chroniclevitae.com/news/583-how-race-studies-scholars-can-respond-to-their-haters>
- Patton, Stacey. 2014. "After Ferguson, Some Black Academics Wonder: Does Pursuing a Ph.D. Matter?" *The Chronicle Vitae*. September 12. Retrieved from <https://chroniclevitae.com/news/703-after-ferguson-some-black-academics-wonder-does-pursuing-a-ph-d-matter>
- Pittman, Chavella T. 2010. "Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students." *Teaching Sociology* 38: 183-196.
- New York Civil Liberties Union Stop and Frisk Statistics: <http://www.nyclu.org/content/stop-and-frisk-data>
- Wiley, Joshua T. 2008. "Tripping Over the White Fantastic." *The Chronicle of Higher Education*. October 2.

Calls For Papers, Participation, and Proposals

The Association for Humanist Sociology Call for Participation

The Association for Humanist Sociology calls for participation in the 2015 Annual Meetings to be held in Portland, Oregon, Oct. 21-25, 2015. The conference theme is "Locavore Sociology: Challenging Globalization, Embracing the Local."

Please submit complete abstracts for papers or sessions by May 31, 2015 to AHS Program Chair Anthony Ladd, Loyola University New Orleans, aladd@loyno.edu, or to AHS President, Kathleen J. Fitzgerald, University of New Orleans, fitzy88so@gmail.com.

**Crime & Justice Summer Research Institute:
Broadening Perspectives & Participation
July 6 – 24, 2015, Ohio State University**

Faculty pursuing tenure and career success in research-intensive institutions, academics transitioning from teaching to research institutions, and faculty members carrying out research in teaching contexts will be interested in this Summer Research Institute. Funded by the National Science Foundation, the institute is designed to promote successful research projects and careers among faculty from underrepresented groups working in areas of crime and criminal justice. During the institute, participants work to complete an ongoing project (either a research paper or grant proposal) in preparation for journal submission or agency funding review. In addition, participants gain information that serves as a tool-kit tailored to successful navigation of the academic setting. To achieve these goals the Summer Research Institute provides participants with:

- Resources for completing their research projects;
- Senior faculty mentors in their areas of study;
- Opportunities to network with junior and senior scholars;
- Workshops addressing topics related to publishing, professionalization, and career planning;
- Travel expenses to Ohio, housing in Columbus, and living expenses.

The institute culminates in a research symposium where participants present their completed research before a national audience of faculty and graduate students.

Dr. Ruth D. Peterson directs the Crime and Justice Summer Research Institute, which is held at Ohio State University's Criminal Justice Research Center (*Dr. Dana Haynie*, Director) in Columbus, Ohio.

Completed applications must be sent electronically by Friday, February 13, 2015.

To download the application form, please see our web site (<http://cjrc.osu.edu/rdcj-n/summerinstitute>). **Once completed, submit all requested application materials to kennedy.312@sociology.osu.edu.** All applicants must hold regular tenure-track positions in U.S. institutions and demonstrate how their participation broadens participation of underrepresented groups in crime and justice research. Graduate students without tenure track appointments are not eligible for this program. **Please direct all inquiries to kennedy.312@sociology.osu.edu.**

New data sources for studies of skin tone stratification in the U.S.

Aliya Saperstein, Stanford University

Stanley R. Bailey, University of California-Irvine

Andrew M. Penner, University of California-Irvine

Survey data with multiple measures of race can be hard to come by, but several national surveys recently added skin color scales to their repertoires, giving researchers the first nationally representative data on skin color for American adults. In 2012, both the General Social Survey (GSS) and the American National Election Study (ANES) included measures of interviewer classified skin color, using a 10-point scale based on the one developed by Doug Massey and Jennifer Martin for the New Immigrant Survey.

Previous surveys with data on skin color have been limited to specific racial groups (e.g., African Americans or Latinos), specific places in the U.S. (e.g., the Multi-City Study of Urban Inequality), or specific cohorts (e.g., the NLSY 97). Having data on perceived skin color for the broader population opens up exciting new avenues for research. For example, it is now possible to examine the effects of skin color on attitudes, behaviors and life chances among the U.S. adult population that self-identifies as white.

Along with Aaron Gullickson (Oregon), Mara Loveman (Berkeley) and Matthew Snipp (Stanford), we first proposed alternative measures of race to the GSS Board in 2010 through its open call for new questions and modules. Although we did not get all that we requested, the additional measure of perceived skin color is a good start in trying to improve the measurement of race and ethnicity in national data sources.

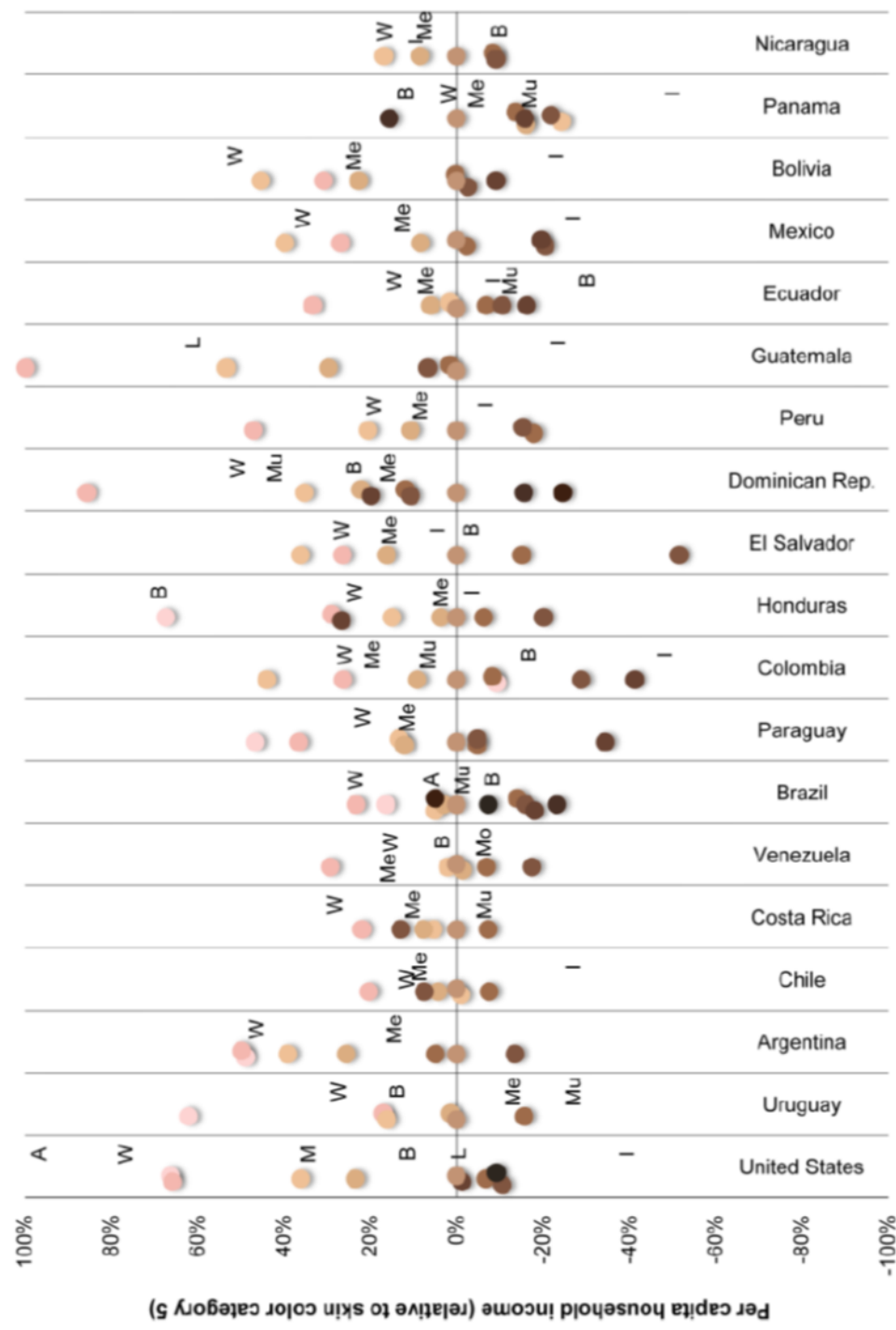
We recently published our first analysis using the new GSS data in *Demographic Research*. In it, we contrast patterns of income inequality in the U.S. to 18 countries in Latin America (drawing on data from the 2012 AmericasBarometer), and compare the results using skin color alone, racial self-identification alone, or the two measures in combination. Some of the findings may surprise you: for example, the U.S. is one of several countries—including Uruguay, Colombia and Ecuador—for which a model that includes both the skin color scale and categorical racial identification provides the best explanation of variation in per capita household income. Our results also highlight that the disadvantage of indigenous populations is an all too common feature of racial hierarchies in many countries in the region, and the U.S. is no exception (see Figure 1).

We hope you will help us build on these findings, and those of previous research on the subject, to push the boundaries of scholarship on race and racial inequality. The more people who publish with these data, the more power we will have as a community to shape data collection practices. Show the GSS and the ANES they should keep these measures on their future surveys: download your dataset today!

General Social Survey: <http://www3.norc.og/GSS+Website/Download/>

American National Election Study: http://www.electionstudies.org/studypages/anes_timeseries_2012/anes_timeseries_2012.htm

Figure 1: Skin color and race inequality in income across the Americas



Source: United States – 2012 General Social Survey; all others – 2012 AmericasBarometer.
 Notes: The mean per capita household income of skin color category five serves as the reference (0%) for each country. Skin color points are shaded to match the category number on the color scales. Racial categories are denoted by letters – W = white/blanca, B = black/negra, A = Asian/amarela, M = multiracial (US only), L = Latina (US only) or Ladina (Guatemala only), Me = Mestiza, Mo = Mulata, I = Indígena/American Indian. Countries are arranged according to the percent of the sample that falls into the lightest 3 skin color categories (highest to lowest). Only race and color categories with 30 or more respondents are reported.

Source: Bailey, Stanley R., Aliya Saperstein, and Andrew M. Penner. 2014. "Race, color, and income inequality across the Americas." *Demographic Research*, 31, 735-756. Full article available at <http://dx.doi.org/10.4054/DemRes.2014.31.24>

Announcements

- **Ken Sun** began working as an Assistant Professor of Sociology at Hong Kong Baptist University (HKBU) Fall 2014.

From the Editor:

The Fall 2014 issue of *Remarks* is a bit late; like many of my colleagues this semester has been more challenging than usual for me. This fall I organized an inter-disciplinary symposium critically considering the implications of the 50th anniversary of the 1964 Civil Rights Act. As we considered the failure of this momentous legislation to facilitate racial equity in the U.S., none of us missed the ironic fact that as we met citizens across the country were in the streets protesting the murder of Michael Brown, an unarmed African American man, by Ferguson, Missouri police officer, Darren Wilson. Those protests escalated after a Ferguson grand jury failed to indict Wilson, and then escalated further when the police officer who killed Eric Garner by placing him in an illegal choke hold also went unindicted. As a scholar of race and the law, it has been disconcerting to observe the stark parallels between this moment and the era of Jim Crow. The images of protests today are nearly identical to those of the 1950s & 60s, complete with massive police repression and military style violence. The media vilification of African Americans who have been executed by whites, as well as those who protest these executions has little to no new typology or language, and the recent activities of the Ku Klux Klan in support of whites who execute African Americans has caused me to become quite thoughtful about the motives of those who insist on focusing on how racism has diminished or transformed in US society. This year I have found myself repeatedly considering the fact that it is not the fluidity or permeability of the mechanisms of white domination that most reveal its structural depth and permanence, but rather the regularity and unoriginality of these mechanisms. Indeed, as I have said elsewhere, the tactics and tropes of white domination are so tired and unimaginative, that it would be easy to dismiss them as a silly caricature if they were not also so insidious, violent, and damaging.

I share these thoughts with you for two reasons; first, because I feel that the relative lack of response to this fall's call for content may be indicative of a widely shared fatigue — at least with regard to scholarship as opposed to action. To that fatigue I say, this is your/our newsletter, and we can use it as we see fit, so as our new Chair Silvia Dominguez notes in her letter from the Chair, we should use this as a space to share with one another **all** of the work we are doing around these issues. Our collective knowledge, research, and energy is incredibly important at this historical moment, and I hope that we can continue to use this publication as a venue for sharing for each other's work without bumping into the intellectual constraints that other venues may impose. Second, as this is my last sole edited issue of *Remarks* I hope to convey that we are more together than we are individually and that one of the important roles we can serve as scholars is to shine an unyielding light on the mechanisms of racist reproduction, injustice, and violence. I value our newsletter and I am sorry to be so late with this issue, but I hope that this message will inspire us all to continue to make important contributions to *Remarks* in future issues!

Remarks is edited by Wendy Leo Moore

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

