Dear SREM members,

I hope your Fall semester (or quarter) is getting off to a fabulous start. For me, it was business as usual – I spent the summer in Peru; took over as Chair of SREM; had a great time at ASA in Denver; and then moved into my new house in Merced, California. I hope things have been equally exciting for you.

It has been an immense pleasure to serve as Chair of the Section on Racial and Ethnic Minorities (SREM) these past three months, and I look forward to the rest of my tenure as Chair. It is an honor to be Chair of such a vibrant section.

As Chair, I am focusing on developing on two aspects of SREM – enhancing our mentoring networks and building our social media presence. I am also happy to continue the fabulous work of our two fantastic past chairs – Dave Brunsma and Dave Embrick – especially the development of a sociology of race journal.

Our forays into mentoring have been productive so far. We have developed a blog space: [http://srem-mentoring.blogspot.com](http://srem-mentoring.blogspot.com) where SREM members can find information on reducing stress, ……Continued next page.

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:
choosing a dissertation topic, publishing a book, managing time, and a host of other topics. Please check out this fabulous resource. Special thanks to Brooke Neely and Vilna Bashi Treitler for their helpful guest posts to this blog. Please be in contact with me if you would like to post a guest post.

We also have space on the blog where SREM members can pose specific questions and have one of our mentors answer them. We have an outstanding selection of mentors and are thankful to Bedelia Richards of the University of Richmond for handling all mentoring requests and finding mentors to answer them. I encourage all SREM members to have a look at the site and to make use of the mentoring service.

We also have a newly updated web page - http://www2.asanet.org/sectionrem/officers.html thanks to Yasmyn Irizarry, of Mississippi State University.

Finally, SREM has been growing its social media presence through Facebook and Twitter. Ryon Jayson Cobb, a doctoral student in the department of sociology at the Florida State University, has created a Twitter page for us and enhanced our Facebook presence. Our newly-minted Twitter page - https://twitter.com/ASA_SREM - already has 239 followers and our Facebook page - https://www.facebook.com/ASASREM?fref=ts - has grown to 509 “likes,” as of the end of October. Thanks, Ryon!

I look forward to an exciting year for SREM and sociology!

Tanya Golash-Boza
Merced, California

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A special thanks to all of our committee members!

**Founder's Award for Scholarship and Service**

Nadia Kim, Chair  
Committee Members:  
Ashley “Woody” Doane  
Ryon Cobb  
Carol Walther

**Cromwell Cox Book Award**

Sanford F. Schram, Chair  
Committee Members:  
Enid Logan  
Enobong Hannah Branch  
Eric S. Brown  
Andrea Voyer

**Cromwell Cox Article Award**

Maria Krysan, Chair  
Committee Members:  
Ruha Benjamin  
Korie Edwards  
Cybelle Fox  
Anthony Perez

**Graduate Student Paper Award**

Chair: Mary Campbell  
Committee Members:  
Hephzibah Strmic-Pawl  
Sarah Bruch  
Chinyere Osuji  
Zulema Valdez

**Nominations committee**

Chair, Karyn Lacy  
Committee Members:  
Lori Diane Hill  
Ryon Cobb  
Matthew Hughey

And remember, if you are interested in nominating someone for our section awards, visit the website for information!  
[http://www2.asanet.org/sectionrem/awards.html](http://www2.asanet.org/sectionrem/awards.html)

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**New SREM Member Publications!**

**ARTICLES and BOOK CHAPTERS**


ARTICLES and BOOK CHAPTERS Continued


Sim, Jenn. "Beautiful Stereotypes: The Relationship between Physical Attractiveness and Mixed Race Identity" Identities, 19, 1, 61-80


**BOOKS**

*White Parents, Black Children: Experiencing Transracial Adoption*

*White Parents, Black Children* looks at the difficult issue of race in transracial adoptions—particularly the adoption by white parents of children from different racial and ethnic groups. Despite the long history of troubled and fragile race relations in the United States, some people believe the United States may be entering a post-racial state where race no longer matters, citing evidence like the increasing number of transracial adoptions to make this point. However, *White Parents, Black Children* argues that racism remains a factor for many children of transracial adoptions. Black children raised in white homes are not exempt from racism, and white parents are often naive about the experiences their children encounter.

*Learning Race, Learning Place: Shaping Identities and Ideas in African American Childhoods.*
By: Erin N. Winkler
Rutgers University Press, Series in Childhood Studies, 2012

*Learning Race, Learning Place* engages this question using in-depth interviews with an economically diverse group of African American children and their mothers. Through these rich narratives, Erin N. Winkler seeks to reorient the way we look at how children develop their ideas about race through the introduction of a new framework—comprehensive racial learning—that shows the importance of considering this process from children’s points of view and listening to their interpretations of their experiences, which are often quite different from what the adults around them expect or intend. Winkler brings to the fore the complex and understudied power of place, positing that while children’s racial identities and experiences are shaped by a national construction of race, they are also specific to a particular place that exerts both direct and indirect influence on their racial identities and ideas.

*Respect Yourself, Protect Yourself: Latina Girls and Sexual Identity*
By: Lorena Garcia

While Latina girls have high teen birth rates and are at increasing risk for contracting sexually transmitted infections, their sexual lives are much more complex than the negative stereotypes of them as "helpless" or "risky" (or worse) suggest. In *Respect Yourself, Protect Yourself*, Lorena Garcia examines how Latina girls negotiate their emerging sexual identities and attempt to create positive sexual experiences for themselves. Through a focus on their sexual agency, Garcia demonstrates that Latina girls' experiences with sexism, racism, homophobia and socioeconomic marginality inform how they engage and begin to rework their meanings and processes of gender and sexuality, emphasizing how Latina youth themselves understand their sexuality, particularly how they conceptualize and approach sexual safety and pleasure.
**Blacks and Whites in Christian America: How Racial Discrimination Shapes Religious Convictions.**

By: Jason E. Shelton and Michael O. Emerson


In this engaging and accessible sociological study of white and black Christian beliefs, Jason E. Shelton and Michael O. Emerson push beyond establishing that there are racial differences in belief and practice among members of American Protestantism to explore why those differences exist. Drawing on the most comprehensive and systematic empirical analysis of African American religious actions and beliefs to date, they delineate five building blocks of black Protestant faith which have emerged from the particular dynamics of American race relations. Shelton and Emerson find that America’s history of racial oppression has had a deep and fundamental effect on the religious beliefs and practices of blacks and whites across America.

**Social Inequality & The Politics of Representation: A Global Landscape**

Pascale, Celine-Marie


In a global landscape the representational practices through which inequalities gain meaning are central —both within and across national boundaries. *Social Inequality & The Politics of Representation* takes a fresh look at how inequalities of class, race, sexuality, gender and nation are constructed in 20 countries on 5 continents. It offers both rich insight and cultural critique—yet it does not offer a universal paradigm, nor is it concerned with debates about scholarship from “the center” or “the periphery.” The collection de-centers North American/European paradigms by placing scholarship from countries around the globe on equal footing.

**The Sociology of Harry Potter: 22 Enchanting Essays on the Wizarding World**

Edited By: Jenn Sims

Zossima Press, 2012

Philosophers and psychologists have explored the Harry Potter stories through the lenses of their disciplines, now it's time for sociologists. In the twenty-two chapters of *The Sociology of Harry Potter*, social scientists from eight countries cast their imaginations on the wizarding world. From standard topics such as inequality and identity to more contemporary topics such as technology and trauma memory, this essay collection analyzes, not J. K. Rowling's books as fiction, but her wizarding world as a "real" society. The Hogwarts house system, Quidditch, internet fan fiction and the lives of our favorite witches and wizards are explored in reference to sociological theories and concepts. Fans of these bestselling books will gain insights into the world of Harry Potter as well as sociology. Sociologists and their students will be intrigued to see everyday tools of the trade working magic in another universe.
People’s Science: Bodies and Rights on the Stem Cell Frontier
By: Ruha Benjamin
Stanford University Press, 2012

People’s Science uncovers the tension between scientific innovation and social equality, taking the reader inside California’s 2004 stem cell initiative, the first of many state referenda on scientific research, to consider the lives it’s affected. Benjamin reveals the promise and peril of public participation in science, illuminating issues of race, disability, gender, and socio-economic class that serve to define certain groups as more or less deserving in their political aims and biomedical hopes. Under the shadow of the free market and in a nation still at odds with universal healthcare, the socially marginalized are often eagerly embraced as test-subjects, yet still struggle to access new medicines and treatment regimes as patients.

Worship across the Racial Divide: Religious Music and the Multiracial Congregation
By: Gerardo Marti
Oxford University Press, 2012

Drawing on interviews with more than 170 congregational leaders and parishioners, as well as his experiences participating in services in a wide variety of Protestant, multiracial churches, this book challenges commonsense assumptions about the relationship between race-ethnicity and music in churches and shows that practical activity, not mystical notions of worship, determines the successful cultivation of multiracial churches. The core argument of the book is that racialized stigmas regarding non-white groups and the accentuation of "conspicuous diversity" on the platform are critical to the recruitment of visibly diverse people whose presence stimulates the accomplishment of "diverse" congregations.
One of these Kids is Not Like the Other Ones: 
Prenatal Substance Abuse and the “Science” of Race and Class

Enid Logan, University of Minnesota 
October 2012

Noting a substantial rise in the number of newborns suffering from prescription painkiller and methamphetamine withdrawal in recent years, some observers have suggested that these infants are the “crack babies” of today (Goodnough & Zezima 2011; Leger 2011; Szalavitz 2011 & 2012; Cadet 2012; Patrick et. al. 2012, Tanner 2012). To me, as someone who has studied the crack-baby panic in considerable depth (see my 1999 Social Justice article), this class-and-color blind comparison appears particularly inept. Yet it is also apparent to me that examining the contrasting discourses concerning prenatal substance abuse, and seeing in what ways they are alike, and more importantly, how they differ, is a worthwhile and instructive endeavor.

The present essay examines bodily discourses at the intersections of science, medicine, gender and race. In particular, I focus upon competing narratives concerning the harms of the abuse of illicit substances during pregnancy. I begin by discussing the highly racialized discourses surrounding the so-called “crack baby” of the late 1980s and 1990s, and contrast these with present-day concerns about the plight of mostly white, middle-class infants exposed in-utero to prescription drugs and methamphetamine.

Those who study the history of drug scares in the U.S. have made clear that the kinds of panic incited by use of different drugs has tended to be closely related to the social profile of the user (Musto 1999; Cohen 2006, Herzberg 2006; Goode & Ben-Yehuda 2009). The narratives that have emerged in the last several decades concerning prenatal use of crack-cocaine and prenatal use of prescription drugs and methamphetamine are vastly dissimilar. It is my argument that this dissimilarity stems fundamentally from the differing places of the “typical users” in the nation’s race and class hierarchies, and from the therefore-different types of social concerns that the use of each drug has been seen to raise.

The crack baby panic of the late 1980s and 1990s led to a draconian social response, focused almost solely upon punishing pregnant addicts. In the narrative surrounding prenatal use of crack-cocaine, low-income black mothers were demonized as depraved, immoral Others, and their drug-exposed infants were portrayed as literally defective and subhuman. Here, scientific claims about the purportedly devastating effects of crack-cocaine upon fetal development were used to validate what was essentially a body of racial knowledge about the black poor. This racial knowledge proclaimed the black “underclass” as a whole to be biologically inferior and unfit for social membership.

Methamphetamine and prescription drugs, on the other hand, have been seen as drugs used by whites, and increasingly, by the white middle classes. Women abusing these drugs today are
commonly referred to in the press as “suburban moms,” “soccer moms on meth,” or “the mom next door.” The true danger of prescription painkillers and methamphetamine, we learn, is that “anyone” can become addicted. And often, we read, people fall into abuse not because they are bad people, but because they are trying to be the best moms, students, or professionals that they can be.

In the pages below, I discuss the major public and policy responses to these two major waves of prenatal substance abuse. I discuss the social construction of black and white users as depraved and as innocent, respectively, and examine the different kinds of social crises in which each drug panic has been seen to be embedded. Crack babies were the monstrous, unwanted issue of poor black female bodies. There are no parallels in the discussions of prenatal drug exposure among the white middle classes today.

THE MYTH OF THE CRACK BABY

In the waning decades of the last century, alarmist discourses about the problematic nature of the black poor ran rampant throughout American society. The introduction of crack-cocaine into black neighborhoods and the explosion of drug-related crime led to a new level of panic. Crack was said to be a drug more destructive and more addictive than any other. Its users were almost universally described as immoral and deprived. Mothers on crack were said to be particularly debased. Concerned only with getting high, we were told, many simply ceased to feed, bathe, or care at all for their kids. According to Washington Post columnist Charles Krauthammer, crack was likely “the most effective destroyer of the maternal instinct ever found” (1989). In sum, crack was the worst kind of drug used by the worst kind of people.

Crack was widely reported to have devastating effects on a developing fetus. Babies exposed to crack in the womb we were told, were likely to experience cerebral hemorrhaging, intracranial lesions, mental retardation, strokes, heart attacks, deformed limbs, and genitourinary and cardiac abnormalities, among other problems (Logan 1999). News articles described crack-exposed newborns as spending the first days of their lives “shrieking like cats,” flapping their arms wildly, and shaking uncontrollably. Crack babies were said to be averse to light, touch, and sound. Doomed to a life of “suboptimal intelligence,” we read, some would be unable to ever read or dress themselves. Most would be impoverished and welfare dependent, and many would turn to crime.

Absent the capacity for rational thought, impulse control, or love, crack-exposed infants were said to have been “robbed of the core of what it is to be human.” Nothing could be done for these mutant children, we were told, as the damage done by crack was permanent and irreparable. Their inferiority stamped into their “genes,” crack babies would become the new “bio-underclass” (Jackson 1998).

Press reports were filled with statements from medical and legal authorities denouncing the pregnant addicts who so carelessly endangered their unborn. In one story, a Michigan narcotics officer was quoted as saying “‘If the mother wants to smoke crack and kill herself, I don't care. . . . Let her die, but don't take that poor baby with her’” (Roberts 1991, p. 1481). Unsurpris-
ingly, then, the policy response at this time was almost entirely punitive. Thousands of poor women addicted to crack had their children taken away from them, and many lost custody permanently. In the late 1980s, prosecutors across the country began to adopt the “new and unprecedented legal strategy” of bringing pregnant addicts up on criminal charges (Logan 1999, p. 238). Poor addicts were charged with crimes including child abuse and neglect, encouraging the delinquency of a minor, delivery of a controlled substance to a minor, drug trafficking, manslaughter, and assault with a deadly weapon.

Though most of the convictions attained in these cases were eventually overturned on the grounds that the charges were incongruent with legislative intent, the thrust of public policy in this era was firmly towards discipline and punishment. In retrospect it seems clear that the intent was not simply to punish these women for using drugs while pregnant, but for being poor, black, and having given birth at all. In the crack-baby panic, what was in fact virulent racial antipathy towards the black poor, masqueraded both as science, and ironically, as concern about the welfare of cocaine-exposed newborns.

**The Evidence, Reconsidered**

The furor over the crack baby was originally fueled by the findings of a 1985 study published in the *New England Journal of Medicine* (Chasnoff et. al 1985). The authors of the study reported depressed infant neurological response and a somewhat higher rate of miscarriage among a sample of 23 women who had used cocaine and other substances while pregnant. Despite the tiny sample size and clear warnings by the researchers that the findings were preliminary, this study was cited again and again in the crack baby narrative described above. Journalists drew upon the findings of this study and wildly elaborated upon them, combining anecdotes about crack babies collected in the field and racialized “folk knowledge” about crack.

As the dust cleared, however, a number of things became evident. Several studies emerged in the mid-1990s demonstrating crack-cocaine to be pharmacologically identical to powder cocaine (i.e. Hatsukami and Fischman 1996). These findings were cited in hearings challenging the constitutionality of a 1986 Congressional law that had established a 100 to 1 sentencing disparity for possession or distribution of cocaine in rock versus powder form (Coyle 2002). Scientists also found that the fetal harm caused by cocaine in any form was no greater, and perhaps less, than that caused by cigarettes (Cotton 1994; Slotkin 1998). The primary way that cocaine is now believed to impact fetal development is by increasing the likelihood of low birth weight and prematurity. The only substance shown to cause permanent and serious fetal harm—including mental retardation, heart defects and cranial-facial abnormalities—is alcohol.

So how do we get from crack causing low birth weight and prematurity to crack producing monsters and a “biological underclass?” The startling fact is that stereotypes about crack-exposed infants mapped closely onto the worst stereotypes about the poorest of the black poor. Both crack babies and the black underclasses were said to lack impulse control, to be limited in intellect, and to be loveless, tortured, and subhuman. Recall also that a central claim of the crack baby narrative was that cocaine-exposed infants were doomed from birth; and there was nothing that could be done for these defective beings. Thus, the extreme marginalization of the
inner city poor was presented as natural, inevitable, and due to their own bad behavior. And furthermore—though illogical from a biological point of view—crack was said to have caused the inferiority of the black underclasses to become permanent, as it was now stamped into their “genes.”

**“ANYBODY” CAN GET ADDICTED**

The differences between this narrative, and current discussions of the plight of white children, born to middle-class women who use prescription drugs or methamphetamine while pregnant, are extreme. While crack was clearly given to be the drug of the black and poor, prescription drugs and methamphetamine today are racialized as white and middle class. Meth users were at first highly stigmatized as “poor white trash” from rural America. But in the media coverage of the drug in the last decade, this has changed. For example, one *San Francisco Chronicle* article said of the drug in 2005, "You name the demographic: CEO types, CFO types, people who make huge amounts of money. . . . [meth has penetrated] every segment of the population from soccer moms to grandmas to kids" (Nevius 2005). Similarly, according to *Newsweek*, meth “is hooking more and more people across the socioeconomic spectrum: soccer moms in Illinois, computer geeks in Silicon Valley, factory workers in Georgia, [and] gay professionals in New York” (Jefferson 2005).

Thus, unlike crack, these are drugs that “anyone” can fall victim too—from “moms and grandmas” to “kids and CEOs.” While the use of crack has been taken as confirmation of the depravity and marginality of its users, the current epidemics of methamphetamine and prescription drug abuse have been defined as public health concerns requiring a comprehensive and compassionate response (Cobbina 2008; Pittman 2012). Such a response is warranted, we are given to understand, because abuse of these drugs stems from problems in the social structure, and from a desire on the part of many addicted individuals to excel in their socially prescribed roles.

This last idea is conveyed via the extended descriptions of the *reasons* that members of the white middle and upper classes develop drug dependencies. In article after article we find stories of “average” individuals turning to illicit substances in order to respond to the challenges of modern life. Young professionals purportedly turn to speed because their jobs “demand more of [them] than a human can produce” (Nevius 2005). In 2009, *National Public Radio* claimed that college students now routinely Adderall and Ritalin (intended to treat ADHD) in order to boost their academic performance (Trudeau 2009).

More than any other group, however, it is middle-class white women whose drug use is said to stem from a need to meet or exceed cultural expectations. In November 2011, the *New York Times* reported that more and more women today find themselves dependent upon Ambien and other prescription sleep aids (Paul 2011). Without these drugs, they end up awake “at 3 am” obsessively “debating and categorizing the details of working motherhood.” For many substance-dependent mothers, however, methamphetamine now appears to be the drug of choice. “Moms on meth” are said to experience a tremendous boost in their sex drive and their overall energy. They are able to get “three times as much” housework done, to take better care of their
kids, and to lose weight without trying. In an article from 2001, a police sergeant in a Utah suburb claimed that meth addiction often “starts out a well-meaning attempt to organize a household, look better, get a husband and to hold down a job.” The subtitle of the article revealed the sentiments of the author towards dependent moms especially well. It read - “Meth addiction lures Utah women at every social level. Most abusers aren’t criminal types; they're hooked with the best intentions” (Santini & Estes 2001).

Thus it is almost as if middle class white women become addicted to drugs because of their virtue; their need to please others, and their desire to succeed professionally. While the crack addict is seen to stand outside of the system, refusing to play by the rules, white women pop Ritalin, Valium and Lunesta in order to be the best members of the white middle classes that they can be.

I have argued above that descriptions of newborns exposed to crack-cocaine map closely onto stereotypes about the black underclass as a whole. Here we see also that depictions of white women on drugs map onto their over performance of idealized class and gender roles. What has been given to us as medicalized knowledge about the behavioral pharmacology of different drugs then, is starkly revealed to be the presentation of social knowledge about different kinds of bodies.

Given the dominance of the narrative of middle-class white addicts as essentially good people trying to do the right thing, it follows that pregnant addicts from the suburbs and tony urban enclaves are viewed with far more compassion than condemnation. While today’s pregnant addicts are hardly hailed as folk heroines, they are rarely demonized in the way that crack addicts were routinely, and they are never described as being beyond the pale. After all, they are just like us. As one neonatologist was very recently quoted as saying in USA Today- “A lot of these moms are very loving moms…. They’re just not at a point in their lives when they can take care of a baby” (Ungar 2012).

The harm said to be done to exposed infants today is described as “heartbreaking,” yet it is comparatively mild. And it is also temporary. Exposed infants are described as suffering tremors, diarrhea, irritability, eating problems and other effects of withdrawal (Szalavitz 2012, Tanner 2012). As one September 2012 article from Reuters states, “It's unclear if there are long-term health impacts for kids who are born to opiate-addicted moms” (Pittman 2012). A November 2011 story claimed that most infants exposed to prescription painkillers in the womb will likely “catch up to their peers” over time (Leger 2011). When compared to the birth defects, strokes, severe retardation and blighted humanity said in the 1990s to be typical of those exposed to crack, the challenges faced by drug-exposed infants today are relatively benign.

Solutions to the problem today focus on helping mothers and their kids. Medical professionals advocate measures such as “convening [panels of] experts, seeking grants to educate the public and creating special infant-withdrawal units in hospitals” (Ungar 2012). There are also concerns voiced about the medical profession and pharmaceutical industry. News magazines, blogs and the daily papers ask, Is it not far too easy to get physicians to prescribe drugs that are dangerous and addictive? Are we not overly apt to pop a pill for a boost of energy, to even out our moods, calm restless legs, and rev up our sex drives? Have we in fact been duped by drug
companies interested only in profits into thinking that we need a pill for every ailment? Should we not seek longer-lasting, more holistic solutions to the inevitable stresses that come along with being human?

**DIFFERENT CONTEXTS AND CONCERNS**

In all of these ways, the prescription drug and methamphetamine-exposed infants of today are unlike the crack babies of the 1990s. On the one hand, we have “moms” with ailing babies in need of our support, and on the other was a societal scourge and menace.

It is tempting to believe that the reasons for the difference lie primarily in time. Some have claimed that twenty years after the “crack baby” scare we view addicted mothers with more compassion primarily because we have learned our lesson. There may be something—a little—to this. But the key reason for the difference, I argue, lies in broad assessments of the social worth of the mothers and babies in question to the body politic, and in the very different kinds of social concerns to which the controversies about prenatal drug are seen to pertain.

The crack baby panic, I have argued, stemmed directly from concerns about the encroachment of the black poor upon the rest of society. It expressed the anger of the white middle classes towards a class of people seen to be superfluous and parasitic. Pregnant users of crack-cocaine became targets of condemnation not because of the harm their drug use posed to their unborn children, but because their undesired fertility helped to swell the ranks of the black underclass. News reports were filled with professed concern about the welfare of crack-exposed infants. But it is clear upon consideration that these children were seen as a form of social waste.

Crack here was almost beside the point; it was a pretense, or an object on which to center the rage. The chorus of medical experts and misquoted science testifying to irreversible effects of crack on fetal development placed a veneer of objectivity upon the racial truth that these were unwanted people. Inequality and exclusion were naturalized in this discourse, by making them about bodies, or deriving from bodies, and validated by “science.”

Also as discussed above, the recent controversies about drug-exposed babies born to non-black mothers so far have taken on a different slant. The context is the wider narrative about the underlying reasons for drug abuse among the solidly middle-to-upper class. Prescription drugs and methamphetamine, we read, are both highly addictive, and all too easy to get. And “anyone” can become hooked, from a white soccer mom to a white teen to a white urban professional. The escalating demands of everyday life are such that whites who live in homes that are not on wheels, and who that have all of their teeth, even these people find themselves turning to drugs just to keep up. These then, are entirely different kinds of social concerns than those believed to be posed by the use of crack in the 1990s.

The term “crack baby” is rarely used in public discourse anymore. Opponents have successfully argued that the term is stigmatizing and medically incorrect. Yet revisiting this myth, and considering how persuasive and damaging it was despite the extraordinary thinness of the evidence on which it was based, reminds us to be extra vigilant about similar uses of science,
medicine, and the law to naturalize racial inequality, and to justify the exclusion of bodies of color from the polity.

REFERENCES


Calls For Papers, Participation, and Proposals

*Research in the Sociology of Work* is accepting manuscripts for Volume 26, focusing on "Immigration and Work" (Expected publication early 2015)

We invite manuscripts that address issues of immigration and work broadly defined, such as entrepreneurship, labor markets, low-wage and high-wage work, technology, globalization, equity and discrimination, and racial/ethnic relations in the workforce. Submissions may be quantitative, qualitative, or mixed methods. We welcome submissions from all fields. The deadline for submission of manuscripts is February 1, 2014.

Submit manuscripts/inquiries/abstracts to Jody Agius Vallejo (Editor, Volume 26), University of Southern California, Los Angeles, Department of Sociology. Electronic submissions to vallejoj@usc.edu preferred. For more information on *Research in Sociology of Work* (Lisa Keister, Series Editor) see: [http://www.elsevier.com/locate/series/rsw](http://www.elsevier.com/locate/series/rsw)

**2013 American Sociological Association (ASA) Position Paper on Office of Management & Budget (OMB) Guidelines and 2020 Census Race and Ethnicity Questions**

Members of the ASA Latino Section and the Racial and Ethnic Minorities Section as well as several other sections are working on developing a proactive position paper on the recommendations proposed in the 8/8/12 report on the Alternative Questionnaire experiment of the 2010 Census. The proposed changes in future Census questionnaire formats clearly have the potential to affect the way in which researchers, civil rights organizations and communities interrogate inequality and mobility among Latinos and Latin immigrants, as well as other racial and ethnic minority groups for generations to come. The main recommendation in that report is that the Census should combine the two-question format (e.g., Hispanic Origin and Race) currently used in the Census to one question that would include “Hispanic” as a race and ask about national origin, in lieu of race. The significance of these changes reverberated among the members of our sections as the elimination of the race question for Hispanics would mean that Hispanics that are primarily identify as and are racialized as white would now be indistinguishable from Latinos who identify or are racialized as Black, Native American, etc. The report also tested the elimination of the term race from future Census and American Community Survey forms—a position that echoes the position taken by the 1997 American Anthropological Association Statement in OMB Directive 15 and that is diametrically in contradiction with the American Sociological Association's 2003 Race Statement, which affirms the need to continue doing data collection and scientific analysis on race and inequality.

Please contact Dr. Nancy López, Associate Professor, Sociology, University of New Mexico, Director and Co-founder, Institute for the Study of "Race" & Social Justice, RWJF Center for Health Policy, University of New Mexico, [http://healthpolicy.unm.edu/about/initiatives/isrsj](http://healthpolicy.unm.edu/about/initiatives/isrsj) Email: nlopez@unm.edu, as soon as possible, if you would like to work on a position paper on these changes for vote by the ASA Council in the 2013 meetings. We are also compiling references for books, studies, articles that can shed light on these questions. Please forward relevant citations to: nlopez@unm.edu. Thank you!
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.

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 15, 2013.** To download the application form, please see our web site [http://cjrc.osu.edu/rdej-n/summerinstitute](http://cjrc.osu.edu/rdej-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.**
CPI 2012-2013 Grant Competition
Request for Proposals
Poverty, Inequality, & Mobility among Hispanics

The Stanford Center on Poverty and Inequality (CPI), a National Poverty Research Center funded by the Office of the Assistant Secretary for Planning and Evaluation of the U.S. Department of Health and Human Services, seeks to support research that will expand our knowledge of key trends in poverty, inequality, and mobility among Hispanics in the United States. The CPI anticipates funding 5 proposals with a maximum award of $25,000 each. Priority will be given to "new scholars" (i.e., scholars who have received their Ph.D. no earlier than 2005) who will then work individually or collaboratively with one of the CPI's Research Groups to carry out the proposed research project. More advanced scholars are also encouraged to apply. The principal investigators for the funded grants will participate in three meetings for the purpose of discussing, presenting, and improving their research. These meetings will be attended by top scholars in the field who will provide advice and assistance to the grantees as their research projects unfold.

Background
The Stanford Center on Poverty and Inequality (CPI) is dedicated to monitoring trends in poverty and inequality, explaining what's driving those trends, and developing science-based policies on poverty and inequality. The Director of the Center is David B. Grusky of Stanford University. The CPI recently received funding from the U.S. Department of Health and Human Services to expand its research covering poverty, inequality, and mobility among Hispanics. We have formed five new research groups (RGs) that cover the following topics: (a) key trends in Hispanic poverty, inequality, and social service use, (b) generational differences in the social standing of Hispanics, (c) the social mobility of Hispanics, (d) the effects of immigration policy on labor market and other outcomes among Hispanic populations, and (e) the health of Hispanics. The new research groups will be led by a team of distinguished scholars (Douglas Massey, David Grusky, Tomás Jiménez, Jody Agius Vallejo, Brian Cadena, Roberto Gonzales, Fernando Riosmena) and joined by postdoctoral fellows appointed by the Center, scholars who are winners of the Center’s grant competitions, undergraduates at grantee institutions, and Stanford University graduate and undergraduate research fellows.

The proposed research should use new or existing data to analyze key trends related to one of the five domains listed above. The types of research that will be supported within each of the domains are described in more detail at: [http://www.stanford.edu/group/scspi/research_hispanic_pov_ineq_mob.html](http://www.stanford.edu/group/scspi/research_hispanic_pov_ineq_mob.html) (and applicants are strongly encouraged to read these research descriptions before formulating their proposals). The main questions of interest, as detailed in the website descriptions, are as follows:

What are the key trends among Hispanic populations in poverty, income inequality, and social service use?
How does the socioeconomic standing of Hispanic immigrants vary across first, second, and third generations?
How much economic and social mobility is there among different Hispanic populations and what are the main sources of such mobility?
What is the effect of immigration enforcement policy on poverty and labor force outcomes of Hispanics?
What forces are influencing the changing and sometimes deteriorating health of Hispanic populations?
The proposed projects may rely on either qualitative or quantitative data, or a combination of the two.

Meetings
The main mechanism for interaction between RG leaders and grantees is three meetings during the grant year. The first meeting will be an intensive two-day workshop at Stanford University in mid-February, 2013 with the two directors and the five RG leaders. The purpose of this workshop is to discuss and correct problems with the research plans, present preliminary research results, and otherwise ensure that the research is underway and headed in a fruitful direction. The second meeting, which will occur in a single intensive day (May 28, 2013), will take place in Washington, D.C. in advance of the Welfare Evaluation and Research Conference (WREC) on May 29-31, 2013. (We expect that some grantees will choose to attend the WREC conference after our meeting.) At this pre-conference meeting, we will require preliminary results to be presented, although it will still be early enough for major revisions to occur. The final meeting will take place in Washington, D.C. in the late summer. At this meeting, grantees will present their research, which will at this point be nearing final form. We suspect that in some cases grantees will find it useful to maintain contact with RG leaders or group members between the three meetings to garner further feedback and advice. It is also possible that CPI graduate students or postdoctoral students can assist with some of the research (under arrangements that will be made at the first two-day workshop at Stanford University).

Terms
1. Applicants must hold a Ph.D. or its equivalent by December 31, 2012. Stanford University faculty and postdoctoral fellows are ineligible for funding.
2. Grants should begin on or before January 15, 2013, and end no later than September 30th, 2013. A final report will be due to the CPI no later than October 30, 2013. No-cost extensions are not allowed.
3. The grant will be awarded either as a personal services contract to one or more researchers or through the applicant’s home institution. Due to the limited funds available, indirect costs will be limited to no more than 10 percent of the grant amount (if made through the applicant's home institution).
4. Funds may only cover reasonable research expenses up to $25,000. These may include summer salary, research and project assistance, consultant payments, costs of purchasing data or software, and research-related travel. Applicants should include expenses in their budget to cover travel for a two-day conference at Stanford University for the RG meetings in February, 2013 and a one-day conference in Washington, D.C. in late September when final grant projects will be presented. The CPI will cover expenses in conjunction with attendance at the Welfare Research and Evaluation Conference (WREC) pre-conference meeting in late May, 2013.
5. Grant proposals must include plans to incorporate undergraduates in the research, and funding for undergraduate assistance, as needed, should be reflected in the budget.
**Selection Criteria**
The project’s two co-directors, David Grusky and Douglas Massey, and the RG leaders (Tomás Jiménez, Jody Agius Vallejo, Brian Cadena, Roberto Gonzales, Fernando Riosmena) will evaluate the proposals in collaboration with affiliated scholars and staff from the Office of the Assistant Secretary for Planning and Evaluation (ASPE) at the U.S. Department of Health and Human Services. Proposals will be evaluated according to:

- The quality and appropriateness of the research design, methodology, and data
- The proposed study's feasibility
- The proposed study's policy significance
- How the study contributes to the principal investigator's career development

The CPI will not fund a research project that has also been funded in the current year by a similar grant from the University of California-Davis or University of Wisconsin-Madison poverty centers. We expect researchers to notify us if, while their proposal is under review, their project receives additional funding from any source.

**Application Instructions**
Applicants should submit their proposal electronically to inequality@stanford.edu. Proposals must be received by 5 PM Pacific Standard Time on **December 15, 2012**. The proposal should be submitted as a single file and contain the following components in the order listed below:

1. A cover sheet that includes the title of the proposed research project, the investigator name(s), affiliation(s), and contact information, and a principal investigator (PI) for correspondence purposes.
2. A brief narrative (3-4 single-spaced pages, excluding figures and references) delineating:
   (a) the research question and the study's aims, (b) a review of the literature informing the study, (c) the research design, methods, and data sources, (d) the likely policy significance of the proposed research, and (e) how undergraduates will be engaged in the research process.
3. An itemized budget and budget narrative explaining each line item.
4. A project timeline that is consistent with the conditions outlined in the "Terms" section above. This timeline should list the milestones necessary to complete the study in the allotted time.
5. C.V. for each investigator.

Please note that Human Subjects review approval (or a waiver in the case of secondary data analysis) is required before any funding may be disbursed.

**Contact Information**
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The Department of Global and Sociocultural Studies Graduate Student Association (SAGGSA) Presents:

The Second Annual Graduate Student Conference: Im/Mobilities and Dis/Connections
April 4 & 5, 2013
Graduate Student Conference Call for Papers

Keynote Speaker: Dr. Douglas Massey
Henry G. Bryant Professor of Sociology and Public Affairs, Director of the Office of Population Research
Princeton University

Reception Speaker: Dr. Percy Hintzen
Professor, Department of Global & Sociocultural Studies
Florida International University

This year’s conference opens a discussion about the social mechanisms that create the conditions for mobility or immobility across the international landscape of migration as well as the ways in which immigrant groups become connected or disconnected from their host and sending societies. It will also explore the implications of such processes at both local and global scales.

Potential themes and topics include, but are not limited to:

SAGGSA, the Sociology, Anthropology, & Geography Graduate Student Association, is the graduate student arm of the Dept. of Global and Sociocultural Studies (GSS) at FIU. The purpose of this organization is to promote networking and enhance learning in the fields of sociology, anthropology and geography. SAGGSA engages GSS students and faculty and the wider FIU community in contemporary issues in research and in social and political participation through regular events and a colloquium series.

Submissions must include a title and abstract (with a maximum of 400 words), and your name, email address, and affiliation and must be received by February 5, 2013. Papers will be grouped thematically in panel discussions and each panel will be moderated by an FIU faculty member or student. Submissions may be submitted electronically at http://fiucampuslife.orgsync.com/org/saggsa/Conference. * Acceptance notifications will be given by February 22, 2012.
AAMC is expanding its online curriculum repository (MedEdPortal) to include undergraduate teaching materials for pre-med and other pre-health students. The materials are mapped to the competencies and foundational concepts established for the revised MCAT exam.

I (Laura Rudkin, PhD) serve as one of two Sociology editors for the collection. We ask your help in publicizing this resource and encouraging faculty members both to submit resources and to use and rate resources.

AAMC has developed an announcement for the collaborative (below).

**AAMC Pre-health iCollaborative Seeks Submissions**

Join the Pre-health iCollaborative community, a new online site that supports the sharing of free undergraduate teaching resources that teach pre-health competencies, including topics from biochemistry, biology, chemistry, physics, psychology and sociology. Learn more at [www.mededportal.org/icollaborative/pre-health](http://www.mededportal.org/icollaborative/pre-health).

The Pre-health iCollaborative community is centered around a repository of free, open-access teaching resources that faculty can use directly in the classroom to try out new instructional methods or activities that supplement an existing course. These resources may also give faculty ideas for new courses. The collection is searchable by pre-health competency, discipline or keyword. Site users are encouraged to comment on resources and offer a rating after using them.

As the community is starting out, we ask for your help in submitting resources that you have authored yourself or referring resources that were created by someone else for inclusion in the collection. While we have a great start with 77 resources currently available, we seek your help in growing the collection further. With the collective wisdom of the community comments and ratings, the collection will become even more valuable over time. For more information, please email the iCollaborative staff at [icollaborative@aamc.org](mailto:icollaborative@aamc.org).

Join us! [www.mededportal.org/icollaborative/pre-health](http://www.mededportal.org/icollaborative/pre-health)

**Sociological MCAT Foundational Concepts**

**Foundational Concept 7:** Human behavior is complex and often surprising, differing across individuals in the same situation and within an individual across different situations. A full understanding of human behavior requires knowledge of the interplay between psychological, socio-cultural, and biological factors that are related to behavior. This interplay has important implications for the way we behave and the likelihood of behavior change. Foundational Concept 7 focuses on individual and social determinants of behavior and behavior change.
Foundational Concept 8: The relationship between how people think about themselves and others is complex — and most apparent when dealing with social situations. The interplay between our thoughts about ourselves, thoughts about others, and our biology has important implications for our sense of self and interpersonal relationships.

Foundational Concept 9: Societal structure, culture, and demographic factors influence peoples’ health and well-being. Knowledge about basic sociological frameworks, social structures, social institutions, culture, and demographic characteristics of societies is important, as is the ability to understand how they shape peoples’ lives and their daily interactions.

Foundational Concept 10: Social stratification and inequality affect all human societies, and shape the lives of all individuals by affording privileges to some and positioning others at a disadvantage.

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Call For Proposals
New Praeger Series
Intersections of Race, Ethnicity, and Culture in America

Series content:
The intersections of racial and ethnic culture within the dominant American white culture reveal challenges and tensions. This open-ended series of one-volume works (each 105,000 – 135,000 words long) will examine changing and often controversial issues in racial and ethnic culture in the U.S. Projects will explore the intersections of race and ethnicity with gender, sexuality, religion, class, nation, and citizenship. These titles uncover and explore racial tensions, stereotypes, and cultural appropriation, as well as celebrate cultural forms, influential people, and critical events that shape today's American culture.

This fascinating new series complements our reference series—Cultures of the American Mosaic—by exploring often controversial issues in America's ethnic cultures. Addressing hot topics of yesterday and today, the series will appeal to both general and academic libraries and a wide range of readers interested in American and ethnic cultures.

Series Editor: Gary Okihiro, Columbia University
Gary Y. Okihiro is a professor of international and public affairs and the founding director of the Center for the Study of Ethnicity and Race at Columbia University. He is author of ten books, including his latest two of a trilogy on space/time, Island World: A History of Hawai’i and the United States (2008) and Pineapple Culture: A History of the Tropical and Temperate Zones (2009), both from the University of California Press. He is the recipient of the Lifetime Achievement Award from the American Studies Association, received an honorary doctorate from the University of the Ryukyus, and is a past president of the Association for Asian American Studies. He is also the author of the forthcoming Encyclopedia of Japanese American Internment (2014).
http://garyokihiro.com/

Examples of potential topics/titles:
* The Model Minority Myth: Beyond the stereotypes of Asians in America
* From Navajo Prints to Wiggers: Appropriating ethnic culture in the name of fashion
* Hip Hop Goes Mainstream and the Impact on African American Culture
* Team Spirit? Sports Mascot Controversies
* African American Women and Islam: Tensions between Liberation and Oppression
Call For Proposals
Praeger is seeking proposals for our Racism in American Institutions.

Series content:
Despite the fact that America has elected its first Black President, racism has historically been a problem in our society and continues to be a problem today. We may have done away with such overt racist policies as the Jim Crow laws and school segregation, but covert racism still affects many of America's established institutions from our public schools to our corporate offices. For instance, schools may not be legally segregated, but take a look at some of the schools in wealthier suburban areas where there are few minority students. What racist policies both in the housing market and in the school systems might be contributing to the fact that many schools have so few students of color? Or look into our prisons. What racist policies within our legal and prison systems might account for the fact that so many people of color are behind bars and are being kept there?

This open-ended series of one-volume works (each 70,000 – 90,000 words long) will examine the problem of racism in established American institutions. Each volume will trace the prevalence of racism within that institution throughout the history of our country and will then explore the problem in that institution today, looking at ways in which the institution has changed to fight against racism as well as at ways in which it has not. Special attention will be paid to the ways in which racism within each institution has harmed not only individuals but also the institution itself, and solutions, with examples of successful programs, if available and applicable, to the problem of racism within each institution will be provided.

Series Editor:
Brian Behnken, Ph.D. is an expert in 20th century United States history and specializes in the fields of African American and Mexican American history. His published and forthcoming books explore relations between Latinos and blacks during the civil rights period. He is a member of the faculty in the Department of History and the U.S. Latino/a Studies Program at Iowa State University. More information on Dr. Behnken can be found on his website, www.briandbehnken.com. He is a assistant professor in history and Latino/a studies at Iowa State University.

Examples of potential topics/titles:
Announcements

- **Yung-Yi Diana Pan** started as an Assistant Professor of Sociology at Brooklyn College - CUNY.
- **Pamela R. Bennett** was appointed Associate Professor of Sociology at Queens College, City University of New York.
- **Pamela R. Bennett** (Queens College, CUNY) and **Amy Lutz** (Syracuse University) began their terms as Visiting Scholars at the Russell Sage Foundation for the 2012-13 academic year where they will co-write a book manuscript from their project "Parenting and Schooling in Diverse Families." The project uses survey, interview, social network, academic, and archival data from eighth-grade students, their parents, and personnel at two schools in a northeastern city to investigate the sources of variation in educationally-relevant parenting practices across social class, race/ethnicity, and nativity groups.
- **Amy Lutz** (Syracuse University) and **Pamela R. Bennett** (Queens College, CUNY) received a grant from the National Science Foundation for their project "Access to Selective Colleges in the Pre- and Post-Grutter Eras among Racial, Ethnic, and Immigrant Groups." Lutz and Bennett will investigate group differences in access to selective colleges during periods before and after the 2003 Supreme Court decision in *Grutter v. Bollinger* that limited how affirmative action in college admissions could be practiced.
- **Cynthia Feliciano** was awarded the 2012 Outstanding Latino/a Faculty Member for Research and Teaching in Higher Education by the American Association for Hispanics in Higher Education.
- **Thomas C. Calhoun** has been appointed Interim Associate Vice President for Academic Affairs at Jackson State University, Jackson, MS.
- **Nadia Kim** received the Early Career Award from the Section on Asia and Asian America, American Sociological Association.
- **Nadia Kim** was elected to the Committee on Nominations of the American Sociological Association.
- **Jessica M. Vasquez** has joined the faculty of the Department of Sociology at the University of Oregon as an Assistant Professor.
- **Manashi Ray**, Assistant Professor of Sociology & Program Co-ordinator of Sociology and Philosophy Unit, Department of Social and Behavioral Sciences, West Virginia State University was an invited international workshop participant on 'Diaspora and Development: South Asian Diaspora Engagement in South Asia,' at University Town, National University of Singapore, September 27 - 28, 2012. The international workshop was organized by Institute of South Asian Studies. Title of the Paper: *The latent power of Networks: the routes of re-migration of returnee entrepreneurs from the United States to India in the 21st century.*
- **Manashi Ray** received 'Faculty Research and Development Fund' from West Virginia State University for the research project "Food, Family and Migration" among Burmese Refugees at Battle Creek, Michigan, U.S. for 2011-12.
FROM THE EDITOR

We are well into yet another academic year, and I want to give special thanks in this issue of Remarks to our outgoing Section Chair David Brunsma for all of his work for SREM generally and the newsletter in particular. As well, I want to extend a warm welcome to Tanya Golash-Boza our new Chair!

As you have seen if you’ve reached this page, we have once again put together quite an impressive newsletter, filled with the evidence of exceptional productivity among our membership. Thanks to you all for contributing! Special thanks to Enid Logan for her detailed and thoughtful editorial “One of these Kids is Not Like the Other Ones: Prenatal Substance Abuse and the ‘Science’ of Race and Class.” I am excited by the fact that our last few issues have contained such fabulous substantive contributions, and I hope that you will all continue to send in editorials and essays!

Along those lines, as you may have noticed on page 17, this newsletter includes a call for input in the 2013 American Sociological Association (ASA) Position Paper on Office of Management & Budget (OMB) Guidelines and 2020 Census Race and Ethnicity Questions. The issue for this position paper, as you read, involves whether future Census questionnaires should classify “Hispanic” as a racial category, instead of an ethnic category, which is how it has been classified since the term was constructed for the Census. Several of our members have suggested that Remarks would be a good forum for debate concerning the issues involved in this Office of Management & Budget racial/ethnic classification project. If this is something you all are interested in, I am happy to create a section in the Spring newsletter for comment on all aspects of the issue. If you would like to provide such a comment, send me your approximately 500 word comment by February 2013, and I will include it in the Spring issue!

I would also like to remind everyone to help me out by sending complete citations for publications and announcements exactly as you would like them to read. As well, please send attachments as word documents as opposed to pdf formats because they are easier to format, cut and paste.

Thanks again to everyone for your participation in the newsletter, you make my job as editor so much easier and rewarding!

—Wendy Leo Moore

Remarks is edited by Wendy Leo Moore

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