Dear SREM Members,

I hope you’re having an exceptional fall semester/quarter. I’ve always loved the energy on college campuses in the fall. The transition from the serene, quiet summertime research environment to one bustling with students, teaching and colloquia always quickens my blood. For me, this transition also signals a change in my work from intense programming and writing to more reading and reflection. I think of this seasonal phase of my work as analogous to base miles for runners and cyclists. For those unfamiliar with this concept, base miles are long, slow miles that you run or ride over the winter to lay a foundation for your fitness in the subsequent racing season. My hope each year is that my “base reading and reflection” period will lead to novel ideas and work in the subsequent spring and summer. I hope you are having an equally interesting and enriching fall semester/quarter..

Message from Our Chair

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
I have thoroughly enjoyed serving as Chair of the Section on Racial and Ethnic Minorities these past few months. In a way, we have been busy putting in our “base miles” for the upcoming ASA year. With your help, we developed an exciting docket of sessions for the upcoming ASA meetings. We will have several open sessions at the San Francisco Meetings. They are: 1) “The Mechanisms of Color Blind Racism” organized by Matthew Hughey, 2) “Race and Ethnicity in Everyday Encounters” organized by Sofya Aptekar, 3) “Race and Law on the 50th Anniversary of the US Civil Rights Act” organized by Ellen Berrey, 4) “Sociology and Mixed Race Studies” organized by Reginald Daniel, and, as always, 5) an exciting series of Roundtables which I will organize. In addition to these open sessions, Eduardo Bonilla-Silva is organizing an invited session entitled “Racial Theory in the 21st Century: Where We Were, Where We Are, and Where We Need to Be” which promises to be an insightful and exceptional session on the state of race theory in the new century.

We’ve also begun our committee work for the upcoming year. We have five awards committees that will make what I am confident will be several very difficult decisions about the work of our members. The awards this year are: Article Award, Book Award, Early Career Award, Founder’s Award, and the Graduate Student Paper Award. You will see our formal announcements for these awards in the near future.

We will also reach out to you shortly for nominations for who will lead our section in the coming years. I am personally indebted to our past section leaders David Embrick, David Brunsma and Tanya Golash-Boza for their insight and guidance, to our chair-elect Silvia Dominguez for her support and foresight, and the entire council for their hard work and collective vision that makes our section a joy to be a part of. I’m very excited to see who will answer the call and contribute to our section leadership in all capacities.

The last “base miles” that SREM has been working on this fall is perhaps the most exciting. David Brunsma and David Embrick will send out the first call for papers for our new section journal Sociology of Race and Ethnicity in the coming months. These past chairs, with the help of SREM council, members and many others, have worked tirelessly to bring this journal into fruition. I cannot wait to see the product of all of this work next year.

In addition to our base miles this fall, we’re also continuing much of our important ongoing work. Remarks, deftly put together our newsletter editor by Wendy Moore, continues to engage members about important topics and highlight the key contributions of our members. Thank you Wendy for your continued service! Furthermore, we continue to have a presence on social media through Facebook and Twitter. Thank you to Ryon Cobb for maintaining these pages, and to all of you who have “liked” or “followed” us and contributed to our virtual intellectual life in these spaces.

In closing, thank you for being a member of SREM. I look forward to seeing how our collective and individual base miles transform our intellectual landscape in the coming year.

Peace,
Quincy Thomas Stewart
Northwestern University
New SREM Member Publications!

ARTICLES and BOOK CHAPTERS


ARTICLES and BOOK CHAPTERS Continued


- Raj Ghoshal, Cameron Lippard, Vanesa Ribas, and Ken Muir's piece, "Beyond Bigotry: Teaching about Unconscious Prejudice" was published in *Teaching Sociology* in April 2013 [41(2): 130-143].
ARTICLES and BOOK CHAPTERS Continued


BOOKS

*Cabin Pressure African American Pilots, Flight Attendants, and Emotional Labor*

By: Louwanda Evans

Rowman & Littlefield, 2013

From African American pilots being asked to carry people’s luggage to patrons refusing drinks from African American flight attendants, Cabin Pressure demonstrates that racism is still very much alive in the “friendly skies.” Author Louwanda Evans draws on provocative interviews with African Americans in the flight industry to examine the emotional labor involved in a business that offers occupational prestige, but also a history of the systemic exclusion of people of color.
Academic Profiling: Latinos, Asian Americans, and the Achievement Gap
By: Gilda L. Ochoa
University of Minnesota Press, 2013

Today the achievement gap is hotly debated among pundits, politicians, and educators. In particular, this conversation often focuses on the two fastest-growing demographic groups in the United States: Asian Americans and Latinos. Academic Profiling examines this so-called gap by going directly to the source. Candid and at times heart-wrenching detail, the students tell stories of encouragement and neglect on their paths to graduation. Separated by unequal middle schools and curriculum tracking, they are divided by race, class, and gender. While those channeled into an International Baccalaureate Program boast about Socratic classes and stress-release sessions, students left out of such programs commonly describe uninspired teaching and inaccessible counseling. Students unequally labeled encounter differential policing and assumptions based on their abilities—disparities compounded by the growth in the private tutoring industry that favors the already economically privileged.

Race and Immigration
By: Nazli Kibria, Cara Bowman and Megan O'Leary
Polity, 2013

Immigration has long shaped US society in fundamental ways. With Latinos recently surpassing African Americans as the largest minority group in the US, attention has been focused on the important implications of immigration for the character and role of race in US life, including patterns of racial inequality and racial identity. This insightful new book offers a fresh perspective on immigration and its part in shaping the racial landscape of the US today. Moving away from one-dimensional views of this relationship, it emphasizes the dynamic and mutually formative interactions of race and immigration. Drawing on a wide range of studies, it explores key aspects of the immigrant experience, such as the history of immigration laws, the formation of immigrant occupational niches, and developments of immigrant identity and community. Specific topics covered include: the perceived crisis of unauthorized immigration; the growth of an immigrant rights movement; the role of immigrant labor in the elder care industry; the racial strategies of professional immigrants; and the formation of pan-ethnic Latino identities.

Stranger and Neighbors: Multiculturalism, Conflict, and Community in America
By: Andrea M. Voyer
Cambridge University Press, 2013

"The empirical object of Strangers and Neighbors is the 'diversity trouble' that arose in a small New England town when an influx of Somali immigrants substantially altered its cultural and racial fabric. But its underlying theoretical object is the larger picture of challenges facing all Americans in an age of growing ethnic diversity. This thoughtful and beautifully written work will speak powerfully to race scholars, students of immigration, cultural sociologists, and specialists in urban studies. But its penetrating insights into the complexities and ambiguities of multiculturalism also will contribute importantly to our broader public debate regarding what incorporation means and how best to achieve it." --Mustafa Emirbayer, University of Wisconsin at Mad-
**Kinship: Family Reunification and the Meaning of Race and Nation in American Immigration**

**By: Catherine Lee**

**Russell Sage Foundation, 2013**

Drawing from a rich set of archival sources, *Fictive Kinship* shows that even the most draconian anti-immigrant laws, such as the Chinese Exclusion Act of 1882, contained provisions for family unity, albeit for a limited class of immigrants. Arguments for uniting families separated by World War II and the Korean War also shaped immigration debates and the policies that led to the landmark 1965 Immigration Act. Lee argues that debating the contours of family offers a ready set of symbols and meanings to frame national identity and to define who counts as “one of us.” Talk about family, however, does not inevitably lead to more liberal immigration policies. *Fictive Kinship* shows that the centrality of family unity in the immigration discourse often limits the discussion about the goals, functions and roles of immigration and prevents a broader definition of American identity.

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**Editorials and Essays By SREM Members**

**Notes from a Closet Historian: Finding My Groove in Historical Analysis**

**By: Joseph Jewell**

When my colleague and our erstwhile newsletter editor Dr. Wendy Moore asked me if I’d like to contribute something for this issue, I immediately agreed to do so but quickly found myself staring at a blank pad (yes, I still write in longhand). What could I say to an audience of scholars that they might find a worthwhile read? After some time, I settled on a personal reflection of why I approach the study of race and ethnicity from the subfield of historical sociology. Having been trained, like most of us, to use a variety of methods, why would I settle on one that inevitably takes me to a dusty archive where I end up poring over everything from newspapers, sermons and court records to manuscript census data, tax digests, and government reports? Additionally, why do I teach a course on historical methods in which I try to convince students that using this method will give them unique insights into contemporary social life even if it may not be the speediest route to publication? The simple answer is, I love history. I’ve always been drawn to the past and what it can tell us about who we are, how far we’ve come, or how far we have yet to go. But admittedly, my love of history didn’t always help me in my fledgling career as a sociologist.

I’d originally started sociology interested in the relationship between race, class mobility, and changes in educational access. This choice was driven by two things—1) growing up in a family largely made up of professionals who had been trained in segregated schools in the Jim Crow South and 2) an interest in understanding how it was in the post-Civil Rights era, racism continued to be such a pressing issue. My first research paper as a undergraduate was a historical examination of the Du Bois-Washington controversy and how it continued to shape educational experiences for African American college students. Heady stuff, or so I thought.
When I started graduate school in the early 1990s, people’s interest in race and ethnicity was often informed by the urban poverty crisis, which had produced new and exciting research on residential segregation, occupational segregation, and the decline of urban centers. Discussions of schooling focused on how to fix schools, or why some groups seemed better able to use them to achieve social mobility than others. In answering the question that always seemed to come up—“why group A managed to achieve upward social mobility and why group B didn’t”—I found myself being drawn to the brief historical narratives about the lived experiences of these groups and the communities they created, fascinated by the specific facts of each case. At that time it seemed that there was always more interesting work being done by community studies-oriented historians who examined the distinctive social worlds of the minority communities that emerged within the confines of various forms of racial segregation. I spent so much time arguing about the need to consider specific facts of the experiences of groups other than white ethnics that in the middle of writing my dissertation I began to seriously consider transferring to a doctoral program in History. I shared my anxieties with my kind and patient advisor who not only assured me that there was a place for me in Sociology, but also forced me to rethink how I was viewing history.

He reminded me that the best historical works on race viewed history as more than just a narrative about the relevance of past events. History is a complex and constantly unfolding set of structuring conditions that not only give form to the past but also shape the present. Feeling more confident about my place in the discipline I went back to my interest in schooling and class mobility among racial and ethnic minorities, but this time looking at the ways that people used schooling to construct communities and identities that challenged the racial order. I was already well-acquainted with Atlanta as an important site of community building and educational development in the postbellum era, and its appeal to demographers as a contemporary site of both black class mobility and persistent residential segregation, I chose it as my case study, thinking my work would make some kind of contribution to both historians and sociologists.

But I soon found out after being confronted with the “so what” question by my colleagues and other professors more than once, that my examinations of blacks’ efforts at institutional development and community building while interesting to historians, did nothing for sociologists because they weren’t sufficiently grounded in sociological questions. This made the prospect of developing my dissertation into a book a frightening one, particularly since there were already so many works by historians on the market about black social mobility in the late nineteenth century South. So, time to go back to the drawing board. I went back to the topic determined to better ground it in relevant sociological questions that spoke to my closet historian. The extant body of historical research on black education thoroughly documented white opposition to black educational gains, but either attributed it to an obdurate racial hierarchy, or, in a newer strain, described it as a product of class dynamics manifested through racial ideologies. Class certainly explained part of the picture—Bourdieu’s writings on class
Continued...

told us that culture was central to understanding class dynamics—it was the means by which elites wielded and maintained social power, making social institutions like schools important as both the object and means of group struggle. The secondary literature confirmed that Southern whites were concerned about policing the content of black education in order to ensure a supply of cheap labor. But in my reading of the historical record, I had encountered incidents in which blacks’ use of schools to assert middle class identities led Southern whites to frame them as danger, sedition against the state, or worse.

In the past I’d always read this as a manifestation of white racism, not necessarily devoid of economic concerns—but a closer examination suggested something more was happening. Reading the writings of politicians, journalists and everyday citizens opposed to blacks accessing higher forms of education revealed that the content of their arguments inevitably changed when confronted with evidence of blacks’ economic success or intellectual ability. Initially dismissed as a waste of taxpayer’s money, whites, when confronted with blacks’ mastery of elite forms of education in missionary-run schools, saw it as a troubling phenomenon, even going so far in one case as to label it a new form of racial mixing that posed greater dangers than physical miscegenation.

It became clear to me that I could not understand the meaning of what I was reading unless I remembered the basic insights of historical sociology—analyzing historical documents meant seeing what was at stake for the people who created them—the relationships, differences, distinctions, and fears. The documents I was reading defined these threats in new ways because their authors were anxious about the ability to reproduce class position in a changing social order structured by race and class. Given its importance for achieving and reproducing social mobility, schools were and continue to be an important site for struggles over the presumed links between racial identities and class identities. Examining the ways that people have understood the relationship between race, class and schooling made me into a historical sociologist and, I think, a better student of racial dynamics. I have found historical analysis to be an invaluable and necessary tool for understanding the workings of the racial order, particularly as it interacts with other hierarchical forms. While doing history has its challenges and can take one on a circuitous route to making sense of contemporary events, I find it is a journey worth taking.

Joseph O. Jewell is an Associate Professor in the Department of Sociology at Texas A&M University. He is the author of Race, Social Reform and the Making of a Middle Class: The American Missionary Association and Black Atlanta, 1870-1900 (Rowman & Littlefield, 2007).
NEW!! Graduate Student Corner: Perspectives from the Experiences of SREM Graduate Students

The Importance of Finding Mentors in Academia: My Personal Journey
By: San Juanita Garcia

I am honored to have been asked to write a piece for this newsletter by Dr. Wendy Moore. I was asked to describe what mentoring means for graduate students, particularly students of color. This is not my research area of expertise, therefore, I write about my own personal experience as a Chicana, first-generation college student, from a low-SES family background, trying to survive and thrive in graduate school. I discuss my own personal journey and give several tips to the younger generations of graduate students of color on how to best find mentors.

I am the proud daughter of two Mexican immigrants with a third grade education. Although my parents did not have a formal education, they were among the best teachers. I grew up in a barrio in Houston, TX. Throughout my childhood, I struggled to survive. Growing up I never imagined myself pursuing a Ph.D. What has led me to be where I am today? The passion to survive and strive for a better future for my family, my community, and for myself, fuels me to create spaces for students from my own background to make it into a university and even more important to make it out. However, the reality is that passion only takes us so far. Without the proper support and mentors, students of color may get lost in the confusing and terrifying maze of academia.

The opportunity to be mentored and to become a mentor is vital to our success in academia.

Challenges Faced by Students of Color:
Students from underrepresented groups face additional barriers in academia. Unfortunately most underrepresented students do not pursue Ph.D.’s and if they do, some never complete their degrees. This is all indicative of a system that continues to perpetuate inequality by failing to address the barriers students from underrepresented groups face. Previous literature highlights the barriers that students of color face including: marginalization, benign neglect, stigmatization, to name a few (Gay 2004; Margolis and Romero 1998; Noy and Ray 2012). Others face physical, cultural, and intellectual isolation (Gay 2004). Even further women of color in graduate training programs face systematic disadvantage in obtaining favorable mentoring relationships (Noy and Ray 2012). Shiri Noy and Rashawn Ray (2012) find that it is the interactive and multiplicative effects of both race and gender that result in less promising experiences for women of color in obtaining ideal mentoring relationships. Given these social realities, it is critical to find mentors and advocates who will provide us with opportunities to succeed.
A mentor is a person, usually of a higher rank, who guides the development and career of another person (Zerzan et al. 2009). However, the definition of a mentor has recently expanded to include “mentoring partners” (Sorcinelli and Yun 2007), emphasizing the reciprocal relationships that exist between the two individuals. Moreover, the definition of mentors has also expanded to include the presence of several mentors to meet different needs.

My Personal Experience:
I have been fortunate to have found several mentors throughout my educational journey who believe in me. I also joined programs that would help me achieve my personal, academic, and career goals. My graduate experience in the Department of Sociology at Texas A&M University has been exceptional. Although Texas A&M University is a predominately white institution, the Department of Sociology is an anomaly to the dominant white space that permeates Aggieland. The department is nearly 50% students of color in a graduate program of approximately 90 students, and the faculty is similarly diverse.

I have been extremely fortunate to have amazing dissertation advisors and mentors, Drs. Rogelio Saenz, Zulema Valdez, and Verna Keith, and many other supportive faculty members. I understand not all students are lucky enough to have dissertation advisors that also serve the role of a mentor. The role of a mentor exceeds the role of a dissertation advisor. A mentor will create opportunities to see students grow academically and personally. They will take their time to teach their students the ropes of executing research from start to finish, the game of publishing, and applying for funding. Mentors will have the honest conversations about the academy and will share the challenges and triumphs they themselves faced. Mentors will push their students to go above and beyond what students themselves cannot believe they are capable of achieving. Mentors also create a sense of belonging in academia and validate students lived experiences.

Mentors not only care about students’ academic productivity but are also concerned with students’ mental and physical health because they understand the stressors associated with completing a Ph.D. as students of color.

Message to Graduate Students:
As students we are often caught up in the daily grind of trying to survive. However, building a community of supporters is essential to our success as graduate students and as we enter the academic profession. I encourage you to find mentor(s). The following are a few tips on how to establish these relationships.

Tip One: Find several mentors.
Mentors serve many purposes. Reach out to them. For example, you may reach out to one person to mentor you in finding and revising your grant applications. You may find another mentor who will listen and critique your research ideas to sharpen your research questions, design, and findings. You may find other mentors who will share their advice on surviving the job market.
Continued…

**Tip Two: Find mentors from other universities. Expand your networks.**
How? Develop these relationships when you attend conferences, (e.g. American Sociological Association, regional conferences, or substantive conferences). Attend the receptions and business meetings and network. E-mail professors or students you would like to meet before attending the conference to schedule a convenient time to meet while at the conference.

**Tip Three: Develop a community.**
It is critical that you also support other graduate students of color, especially the new incoming graduate students in your department and at other universities. It is critical to create a supportive community and to pay it forward. We must continue to create these supportive spaces.

**Tip Four: Apply to fellowship programs that cultivate mentoring relationships!**
The American Sociological Association Minority Fellowship Program, the Ford Foundation, and the American Association of Hispanics in Higher Education are three great programs that provide guidance, support, and foster mentoring relationships. These programs will expand your networks and you will find senior faculty who are eager to mentor the younger generations. Although these programs are very competitive, do not allow this to dissuade you from applying. Most students, including myself, did not get these fellowships on the first try. These applications are about persevering and not giving up. If you do not get it, you keep applying, and ask for feedback so that you can improve your application.

**Tip Five: Use your Resources.**
Did you know that the SREM section has created a [Mentoring blog]? There are excellent posts entitled: The Nondual Academic: 5 Keys to Stress Relief by Crystal Fleming; Four Tips for Academics to Help Reduce Stress and Regain Life Balance by Brooke Neely; How to Choose a Dissertation Topic: Four Pieces of Advice (and a bonus tidbit) by Vilna Bashi Treitler; How to Get Your Writing Done by Tanya Goash-Boza; The Twelve Steps from Dissertation to Academic Book by Tanya Golash-Boza, to name a few. If you would like to contribute, please feel free to submit your blog to Tanya Golash Boza at tanyaboza@gmail.com. Not only can you read blogs but this webpage also has a [mentoring page] which provides a space to be paired with a mentor who can assist you with your questions or concerns. This service is available to all members of the SREM section.

Other sections of the ASA hold different mentoring activities. For example, the Latina/o Sociology section hosts the Norma Williams Mentoring Workshop which provides professional development and fosters mentoring relationships. The International Migration section has also hosted mentoring lunch hours at previous ASA meetings. The Sociologists for Women in Society organization also has mentoring programs for its members. It is critical we participate in these mentoring activities.
Conclusion:
I conclude by applauding the efforts of the SREM section members who I know value the power of mentoring. As a sociologist, I am well aware that more needs to be done at the institutional level to address the inequalities we face in our graduate training. We must advocate for programs that will recruit, retain, and graduate students from underrepresented groups. I also see the value in fostering mentoring relationships as my personal experience is a testament to the benefits of having several mentors. I also understand the importance of giving back and serving as a mentor to the younger generations. These relationships have positively impacted my life. I conclude this piece with the following message from García 2000 (as cited by Gay 2004).

Those within the system need to seize the baton and delineate and share what is necessary for the newcomers to succeed. Faculty who have mastered the academy can play a crucial role in ensuring their colleagues’ success by providing the mentoring and guidance that, as research underscores, has been lacking for many before them. Who better to help demystify the route through the professoriate than those who have actually taken the journey? (2000, p. xvii)

References


San Juanita Garcia is a graduate student at Texas A&M University, she was an ASA Minority Fellowship Fellow, Cohort ’36, and she is a 2013-2014 Ford Foundation Dissertation Fellow.
Calls For Papers, Participation, and Proposals

Call for Papers
Imagining Latina/o Studies: Past, Present, and Future
An International Latina/o Studies Conference
July 17-19, 2014
Chicago, Illinois

Under multiple sponsorships from various universities and Latina/o Studies Programs, Chicago will host an international Latina/o studies conference on July 17-19, 2014. We invite individual papers or group proposals from the various disciplines that contribute to Latina/o studies as well as from individuals and groups engaged in artistic, political, and intellectual work outside the academy, including writers, artists, and community activists.

Background
The Chicago conference will serve as an inaugural international Latina/o studies conference where we will launch the creation of a Latina/o studies association. During the May 2012 Latino Studies Section meeting at the Latin American Studies Association conference in San Francisco, scholars from a variety of disciplines decided to explore the feasibility of creating an international Latina/o studies association. Since then, many of these scholars have held informal meetings at other academic conferences in order to gauge interest in such an organization. To date, discussions have been held at the American Studies Association, the Puerto Rican Studies Association, the Modern Language Association, the Organization of American Historians, the Recovering the U.S. Hispanic Literary Heritage Conference, among many others.

Rationale
With this conference we hope to spotlight the dynamic work being carried out in a range of disciplines with a particular focus on the interdisciplinary impulse that shapes and motivates work produced under the banner of Latina/o studies. We recognize the decades-long history and crucial work of national-origin studies, such as Chicana/o studies and Puerto Rican studies, from which many of us have emerged; and we further ask how might we conceptualize the field so that it reflects the complex histories, social formations, and cultural production of Latinas/os even while seeking to imagine a larger sense of belonging that might transcend nationalisms? By using this question as a benchmark for critical discussion, the conference will serve as a venue to set new research agendas and ask new questions of Latina/o studies. We seek proposals that revisit the genesis of Chicana/o and Puerto Rican studies in the 1970s as well as papers that highlight the emergence of Cuban studies, Dominican studies, Central American studies and South American studies. We invite proposals that compare the history, social formations, and cultural production of Latinas/os. Just as important, we seek imaginative proposals that critically interrogate the possibilities and limits of the category of “Latinas/os” itself.
Location
Chicago serves as a symbolic setting for our conference. Located between the historically Mexican Southwest and the Caribbean East Coast, Chicago has long embraced its diverse Latina/o communities, and is home to several universities with Latina/o studies programs. To that end, we call for scholars, artists, and activists from both within the United States and abroad to join us as we launch our inaugural conference and the founding of a Latina/o studies association, the first organization dedicated to the comparative and interdisciplinary study of Latinas/os.

Proposals
Our goal is to carve out an international space for dialogue and fruitful debate, and invite submissions from all disciplines. We welcome diverse and interactive presentation formats. We envision roundtables that explore recent publications, key developments, or major debates in Latina/o studies; workshops on mentoring, professionalization, pedagogy, or publishing; multi-media presentations such as Pecha Kucha or poster presentations; and performances along with traditional papers. Group proposals with diverse representation--including institutional affiliation, rank, and geographic region--will be given preference. All sessions are 90 minutes long, and must allot at least twenty minutes for discussion.

To submit a proposal, please email the following information to latinostudiesconference@gmail.com. All proposals are due by 11:59pm PST on December 1, 2013.

- Paper or Session Title.
- Name, institutional affiliation, discipline, position or title, and contact information of presenter including email address and phone number (for sessions: list organizer first, then each presenter providing requested information for each participant).
- Abstract of the rationale and content of the paper or session: up to 300 words for an individual submission; 600 words for a group proposal, giving specifics about what each member will contribute.
- Brief (2-3 sentence) scholarly or professional biography of each presenter.
- Describe the format of the session (for group proposals) and give indication of any audiovisual needs or special accommodations.

For more information on the Latina/o studies association initiative and the many people and institutions involved in creating it, please visit our Facebook page at https://www.facebook.com/groups/latinostudiesinitiative/.
Crime and Justice Summer Research Institute:  
Broadening Perspectives & Participation  
July 7 – 25, 2014  
The Ohio State University

Faculty pursuing tenure and career success in research intensive institutions, postdoctoral fellows and visiting assistant professors transitioning to or seeking tenure track appointments, academics transitioning from teaching to research institutions, and faculty carrying out research in teaching contexts will be interested in this Summer Research Institute (SRI). Organized by Dr. Ruth D. Peterson and funded by the National Science Foundation and units at Ohio State University, the SRI 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, each participant will complete an ongoing project (either a research paper or grant proposal) in preparation for journal submission or agency funding review. In addition, participants will gain information that will serve as a tool-kit tailored to successful navigation of the academic setting.

The Summer Research Institute will provide 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 and living expenses.

The institute will culminate in a research symposium where participants present their completed research before an audience of national scholars.

Completed applications must be sent by February 14, 2014. To download the application form, please see our web site (http://cjrc.osu.edu/sri). Send all requested application materials electronically to Amanda Kennedy, CJRC Program Manager, at kenne-dy.312@sociology.osu.edu.

Eligibility: All applicants must hold or be entering regular tenure-track positions in U.S. institutions, and be able to demonstrate how their involvement would contribute to broadening participation of underrepresented groups in crime and justice research. Graduate students without tenure track appointments are not eligible for this program.
Latino Protestant Congregations Project  
Funding a Team of Research Fellows for 2014-2017

Position: Through a grant funded by Lilly Endowment, we invite advanced graduate students, post-doctoral researchers, and junior faculty to participate in a unique, three year research fellowship starting in June 2014. The Latino Protestant Congregations (LPC) Project is forming a team of ten researchers to conduct qualitative observations and interviews in Latino Protestant churches across the United States. LPC Fellows are expected to gain entrée to five local congregations in their geographic region and complete profiles for each, including field notes and audio interviews. LPC Fellows and the LPC Project Directors will gather annually to plan, collaborate, and debrief during the funding period. Spanish fluency is desired but not mandatory.

Funding and Resources: The total stipend available to each LPC Fellow is $8,000 payable in increments per congregational profile. Each LPC Fellow will also be provided separate funds toward a personal digital recorder. As part of LPC funding, all audio interviews will be transcribed for each LPC Fellow. Additional funding is provided for travel and lodging for annual discussions to focus on shared insights, cumulative learning, and strategic planning on analysis of data and dissemination of results. The LPC Project Directors will conduct analyses on the larger dataset, and they will also collaborate with each LPC Fellow on specific writing projects focused on data collected from their own congregations. The LPC fellowship is therefore ideal for young scholars building a research agenda.

Application: To apply, candidates should submit:
1. a cv.
2. one academic reference
3. a brief statement of previous research experience, and
4. descriptions of Latino Protestant congregations in their geographic area as possible research Sites

Send all documents as separate Word documents to both project directors:

• Gerardo Marti gemarti@davidson.edu<mailto:gemarti@davidson.edu>
• Mark Mulder mmulder@calvin.edu<mailto:mmulder@calvin.edu>

Applications received by January 15th, 2014 will receive fullest consideration.

The first gathering of LPC Research Fellows is scheduled for June 23-27, 2014, in Grand Rapids, MI. Subsequent June meetings will be planned in coordination with fellows. Advanced graduate students through junior faculty are encouraged to apply. Women and members of historically underrepresented groups in the social sciences are especially encouraged to apply. For more information, please visit the project website. http://www.lpcproject.org<http://www.lpcproject.org/>.
Announcements

- **Gerardo Marti** (Davidson College) and **Mark Mulder** (Calvin College) received a $400,000 grant from Lilly Endowment for a new project entitled, "Latino Protestant Congregations in the United States: Liturgy, Mission, and Congregational Practices." The grant will fund a team of research fellows to conduct qualitative observations and interviews in Latino churches across America. For more information, visit [http://www.lpcproject.org](http://www.lpcproject.org).

- **Kasey Henricks** was awarded the 2013-2015 Law and Social Science Fellowship at the American Bar Foundation, sponsored by the National Science Foundation and Law and Society Association.

- **Kasey Henricks** won 1st Place in the 2013 Frank Lindenfeld Outstanding Graduate Student Paper Competition, sponsored by the Association for Humanist Sociology, for his paper entitled, “Passing the Buck: Race and the Role of State Lotteries in America’s Changing Tax Composition.”

- **Kasey Henricks, Bill Byrnes, and Victoria Brockett** won 1st Place in the 2013 Distinguished Doctoral Paper Competition, sponsored by the Southwest Sociological Association, for their paper entitled, “Celebrating a Return to Jim Crow?: A Reflexive Analysis and Methodological Query on Measuring Segregation.”

- **David G. Embrick** and **Kasey Henricks** were named Editor-in-Chief and Managing Editor of *Humanity & Society*, their terms beginning January 1, 2014.

- **Kasey Henricks** was elected the 2013-2015 Student Representative of the American Sociological Association’s Section on Human Rights.

From the Editor:

It seems that this Fall semester is flying by, and there’s already Christmas displays in the stores! I hope that everyone is having a productive semester, and reserving time for all those projects that are most meaningful to you.

As you have seen, we have a new section to the newsletter—the **Graduate Student Corner**! This section was created after correspondence with several graduate students who thought *Remarks* would be a great place to address some of the issues and insights of graduate students. I hope to make this a recurring section, so please, if you have graduate students who would like to submit materials, have them email me!

Once again I want to encourage everyone to send in their information—publications and announcements in particular! Remarks is the perfect place for you to showcase your work and connect with others doing similar work—so please, when you receive that Spring call for submissions, send in your publication announcements.

We have a practice of including already published work (so not forthcoming work; this is merely to prevent duplicates), and please send the citation as you would like it to read! Don’t hesitate to email me if you have questions or new ideas for our newsletter!

Remarks is edited by Wendy Leo Moore

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