

VERITAS VINCIT

September 23, 2013

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Message from the Chair

Dr. Raymond Russell



Welcoming the 2013-2014 Academic Year

As we begin the new academic year, many of us are busy developing a number of programs that we either created or revived in the past academic year. Here is a brief overview.

In January, the Department inaugurated a new series of colloquia on the theme of "Talking Across Disciplines." Events in this series invite scholars representing different approaches to appear together on the same panel and/or to act as discussants for each other's talks. In May the Department's Committee on Diversity recommended that we ask our Colloquium Committee to organize one such event every quarter. In June the full faculty endorsed this idea. We all now look forward to future events in this series.

Last year we expanded the Department's annual Awards Reception to acknowledge all awards and fellowships won by students and faculty in the last 12 months as well as annual gratitude and 'thank you' to staff.

REMINDERS

- Future Conferences
- Recent Placements
- Call for Articles
- Editorial Board
- Deadline for Issue 2 is March 23, 2014

VERITAS VINCIT

We also revived an annual competition to select the outstanding paper written by graduate student in Sociology. Congratulations to Tony Roberts for winning the award for 2012-2013. The Awards Committee for 2013-2014 consists of Tanya Nieri, David Swanson, and Jonathan Turner, with Professor Turner once again serving as Chair.

As part of broader efforts to improve the quality of communications within the Department, we also agreed last year to start a Departmental Newsletter, of which this is the first issue. Thanks are due to Professor Augustine Kposowa for conceiving and agreeing to serve as the first Editor of the Newsletter, and to Scott Savage, Michaela Curran, and Julisa McCoy for serving on the committee that advises and assists him. If you have recommendations or would like to make a contribution to a future issue of the Newsletter, send your suggestions to Professor Kposowa and/or to any other members of the committee.

Finally, to attract a large and diverse pool of applicants to our graduate program for 2014 and future years, we have created a Graduate Recruitment Committee to organize recruitment visits to nearby campuses. This committee will send teams of faculty and graduate students to 4-6 UC and CSU campuses each year, meeting with undergraduate Sociology majors who are considering the possibility of applying to graduate school. For 2013-2014, Katja Guenther, Matthew Mahutga, Ellen Reese and I have agreed to serve as the faculty members on this committee, and Roberto Gallardo, Matt Grindal, and Ryan Trettevik have agreed to be included among the graduate students involved. If you would like to be part of a team for one or more of these visits, please contact Professor Guenther, who will serve as Chair of the committee, or any other member.

In closing I would like to wish everyone a healthy and productive academic year.

Rusty Russell, Chair



Message from the Graduate Adviser

Dr. Ellen Reese, Professor

The Importance of Intellectual Community and Mentorship

In 2012-13, UCR's Sociology Department took a number of important new steps to improve its graduate program. In my own opinion, among the most important steps that we took were our efforts to revitalize our intellectual community and to develop a new mentorship program. Both of these projects involved strengthening our relationships with one another.

Revitalizing Our Intellectual Community

Whether and how social groups maintain a sense of community in the context of social and cultural differences, inequality, and the division of labor has remained an enduring question among social theorists and sociologists. In 2013, our Department had the opportunity to revisit this question and to put our answers into practice.

Our efforts to improve our intellectual community were multifaceted. They included organizing a new awards reception to honor the accomplishments of our students and faculty, creating a new graduate student paper competition, and even starting a departmental newsletter. We also began a new series of panel discussions and talks called, "Talking Across Specializations," through which we sought to broaden and deepen our intellectual exchanges across subfields and to express respect for our intellectual differences. In Spring of 2013, faculty agreed that the Colloquium Committee should continue to organize at least one "Talking Across Specializations" panel discussion or event per quarter. They even requested new teaching schedules so all faculty would be available to participate in Departmental colloquia. Faculty also recommitted themselves to traditions that were working well, such as hosting departmental parties, encouraging students to participate in Departmental committees, and inviting graduate students to organize and participate in an annual graduate student research forum.

The importance of intellectual community to the success of graduate programs is one of the major findings of a five-year study of graduate programs completed by the Carnegie Foundation for the Advancement of Teaching. That study examined doctoral programs in six fields (education, English, History, chemistry, mathematics, and neuroscience) and led to publication of *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-first Century* (Walker, Golde, Jones, Conklin Bueshel, and Hutchings 2008).

Walker et al. conclude that vibrant intellectual communities have various qualities, including a shared commitment to helping students to develop as excellent scholars, and are "respectful and generous." Strong intellectual communities engage students in the life and governance of the Department, encourage social events, and share research across subspecialties. This latter activity is particularly important because vibrant intellectual communities tend to be "diverse and multigenerational." They "ensure access to a wide range of viewpoints that enrich intellectual exchange" (Walker et al. 2007).

The findings of this study suggest that our continued efforts to improve our intellectual community are well worth the effort. A vibrant intellectual community improves graduate student learning and aids in the recruitment, development, and retention of graduate students as well as faculty.

Developing A New Mentorship Program

In January 2013, Sociology faculty agreed on a set of guidelines for a new mentorship program, and all first-year and second-year graduate students were assigned faculty mentors. By June 2013, all of our graduate students identified one or more faculty as their primary mentors. Through our new mentorship program, faculty mentors have committed to meet with their student mentees *at least* once per quarter to offer them professional advice and guidance. And many faculty and students have already gone well beyond this minimal requirement.

The Carnegie Foundation study mentioned above suggests that one of the hallmarks of a vibrant intellectual community is “generosity” through which scholars share opportunities and intellectual resources with one another. It further finds that “generosity” tends to flourish when faculty “assume the responsibility to serve as mentors for the next generation of scholars” (Walker et al. 2007).

Mentors help to empower and train graduate students in numerous ways. They share their experience, knowledge, technical training, and professional networks with them. They can provide resources and opportunities for students’ professional development, including opportunities to publish or present research. And they can also help to inspire, encourage, and support their students as they navigate their way through graduate school and beyond. Numerous studies document the importance of mentors for graduate student retention, satisfaction, and professional success, and for helping to overcome gender, racial, and other inequities within academia (for a good review, see Dua 2007 and Thomas, Willis, and Davis 2007). By adopting a formal mentorship program, we help to ensure that all of our graduate students will benefit from faculty mentorship from the very beginning of their graduate careers.

Sowing the Seeds

In developing our new mentorship program and undertaking new initiatives to improve our intellectual community, the Sociology Department took some very important steps to improve our graduate program last year. Ongoing, active participation among both graduate students and faculty in these initiatives as well as the continued life and governance of the Department will help to ensure that these seeds and many others will bear fruit.

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EDITORIAL

by Augustine J. Kposowa

The primary mission of this publication is to serve as a platform for free and open exchange of information among all persons in sociology and related fields. The newsletter also welcomes articles of general interest to our readers. It is expected that contributions will be forthcoming from faculty, graduate students, undergraduate students, alumni, and community members outside academia.

Some may wonder what the name of the newsletter means or why it was selected. I thought of various phrases in Latin and Greek that would adequately convey the aims and objectives of this publication, and guide those that contribute to it, whether by writing full length articles, opinion pieces, letters to the editor, and other pieces that would be of interest to the sociology community at Riverside and beyond, including our many alumni.

With that in mind, after thinking of numerous words, phrases and expressions in the two languages mentioned above, I was attracted to VERITAS, which means truth (in Latin). I then added the verb, VINCIT, which means prevails, conquers, or lasts. Thus the full name is better understood as 'that which is true prevails.' As illusive as it has been in human history, the *ideal* of truth prevailing or lasting, is probably incontestable, especially in scientific investigations. Many disciplines, for example, rely on theories to guide research, and hypotheses are derived from propositions within the theory. Yet any conclusion reached through theory-data confrontation is tentative, and lasts until the originally specified relationship is falsified. In the end, science proceeds not so much through establishing laws, but by disproving theories.

Despite the tentativeness of theory in research, one of the hallmarks of a great theory is that if valid, its propositions should stand the test of time and hold across social space. Given the fleeting nature of scientific discoveries, the ultimate goal of science may well be to stay in that quest for truth. Hence, any discipline that does not keep pace with this eternal quest sooner or later finds its key concepts co-opted by other disciplines. Durkheim gave us the concepts social integration, but in the past two decades, sociologists have stood by as epidemiologists have increasingly seized and in some cases even renamed it to 'social fragmentation.' Robinson gave us the idea of the 'ecological fallacy,' but it is not uncommon to come across articles and books making reference to this phenomenon in the biomedical sciences without any acknowledgment of Robinson's work. The question for me is simple: How account for the fact that sociologists come up with very important concepts, but allow other disciplines to 'hijack' them so to speak, without doing anything about it. Will truth prevail in the end? That is the hope of this newsletter.

Veritas Vincit welcomes articles that are of general interest to readers; the primary criterion is **journalistic appeal**. Provocative pieces, articles that translate sociological research findings into language that the general public understands, manuscripts that identify structural determinants of phenomena, pieces spelling out social problems and their solutions, articles offering new directions in Sociological Science, and manuscripts that connect Sociology to other disciplines are welcome. Letters or opinion pieces are encouraged. Given that the newsletter is an open communication platform, one may also comment on a previously published article. The editor will invite the author of the earlier piece to respond. If you have a new book, and would like it featured under New Books, please provide a summary. See page 27 in this issue for an example.

On behalf of myself and the other members of the Editorial Board, I thank all of those that have contributed articles and other information to this inaugural issue of the official newsletter of the Department of Sociology at the University of California, Riverside.

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Robert A. Hanneman (2013). Some Trends in the Prestige of U.S. Ph.D. Programs in Sociology, 1976-2011. *The American Sociologist*, 3, 259-266.

Casse, J.I., Shelton, C.R., **Hanneman, R.A.** (forthcoming) Alternating Optimization Algorithm for Blockmodeling Two-way Two-mode Data with Unknown Numbers of Clusters *Social Networks*

Hanneman, R.A. & Kim, J. (forthcoming). Co-evolutionary Dynamics of Tag-based Parochial Cooperation and Networks *Journal of Conflict Resolution*

Apkarian, J., Fletcher, J., Chase-Dunn, C., **Hanneman, R.A.** (2013) Hierarchy in Mixed Relation Networks: Welfare Advantage and Resource Distribution in Simulated World-Systems *Journal of Social Structure*, 14(1), 1-17

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- Raymond Russell, Robert Hanneman, & Shlomo Getz** (2011). The Transformation of the Kibbutzim *Israel Studies*, 16(2), 109-126
- Alexandra Maryanski, Stephen Sanderson, & Raymond Russell** (2012).The Israeli Kibbutzim and the Westermarck Hypothesis: Does Early Association Dampen Sexual Passion? A Comment on Shor and Simchai *American Journal of Sociology*, 117(5), 1503-1508
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Reese, Ellen & Sandra Loughrin (2012). Women and Welfare, in *The Oxford Companion to American Politics*, edited by David Coates. New York, NY: Oxford University Press, Inc.

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Stephen K. Sanderson, Seth A. Abruytyn, & Kristopher Proctor (2011). Testing the Protestant Ethic Thesis using Quantitative Historical Data *Social Forces*, 89,905-911

Stephen K. Sanderson (2011). Alive and Well...Or Just Alive? Rejoinder to Chase-Dunn and Lawrence *International Journal of Comparative Sociology*, 52,431-438

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Alexandra Maryanski, **Stephen K. Sanderson**, & Raymond W. Russell (2012). The Israeli Kibbutzim and the Westermarck Hypothesis: Does Early Association Dampen Sexual Passion? Comment on Shor and Simchai *American Journal of Sociology*, 117,1503-1508

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Melissa Z. Savlov (2013). Modern Meanings in an Outsourced Society: an Analysis of Arlie Russell Hochschild's Outsourced Self *ASA Emotions Newsletter*, 27(1), 4-5

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David A. Swanson & L.M. Tedrow (2013). Exploring Stable Population Concepts from the Perspective of Cohort Change Ratios *The Open Demography Journal*, 6,1-17.

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David A. Swanson & S. El-Badry (2012). Population, the Status of Women, and Stability in Afghanistan *The Southern Africa Journal of Demography*, 13(1), 5-36

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Awards and Honors, 2012-2013

On the 29th of May, 2013, the Department of Sociology held a luncheon to honor undergraduates, graduate students, and faculty that had won honors or awards in the previous year. The Department took the opportunity to acknowledge their hard work and achievements.

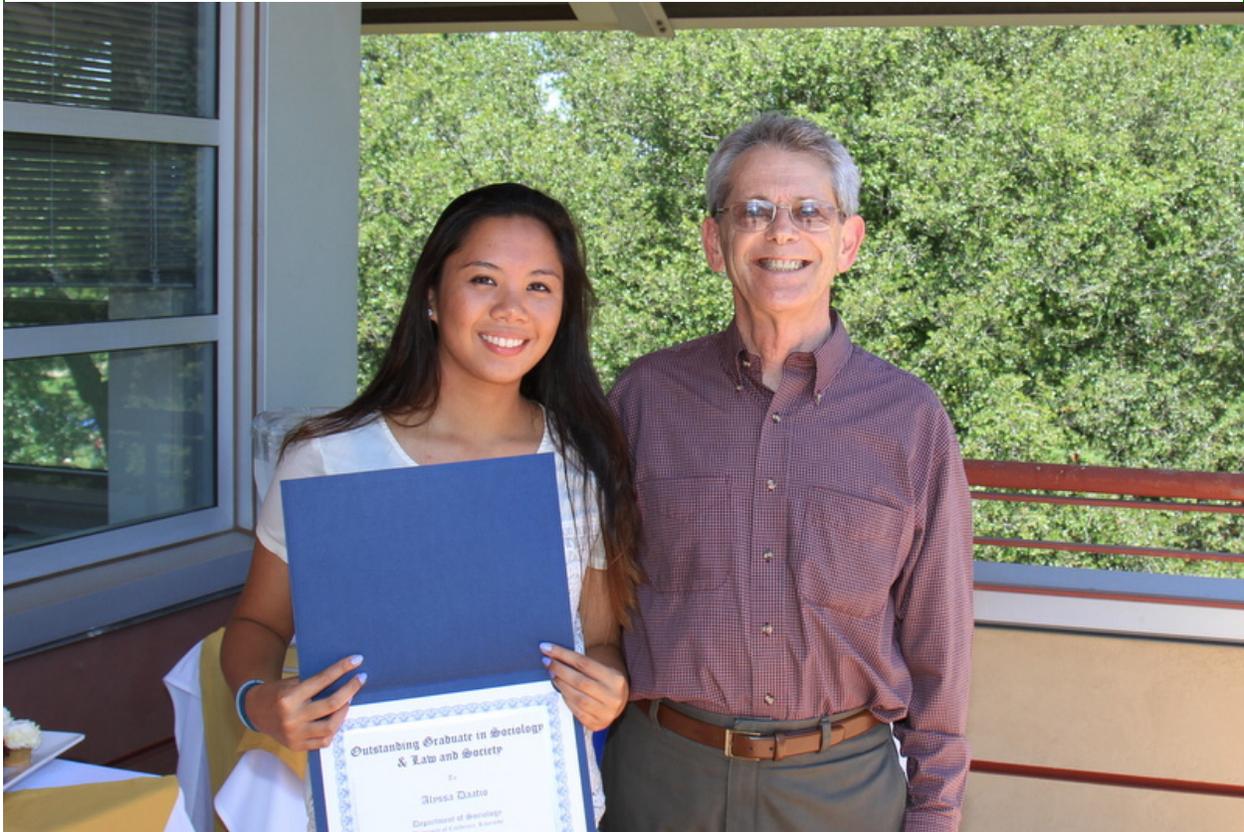


Graduating Seniors:

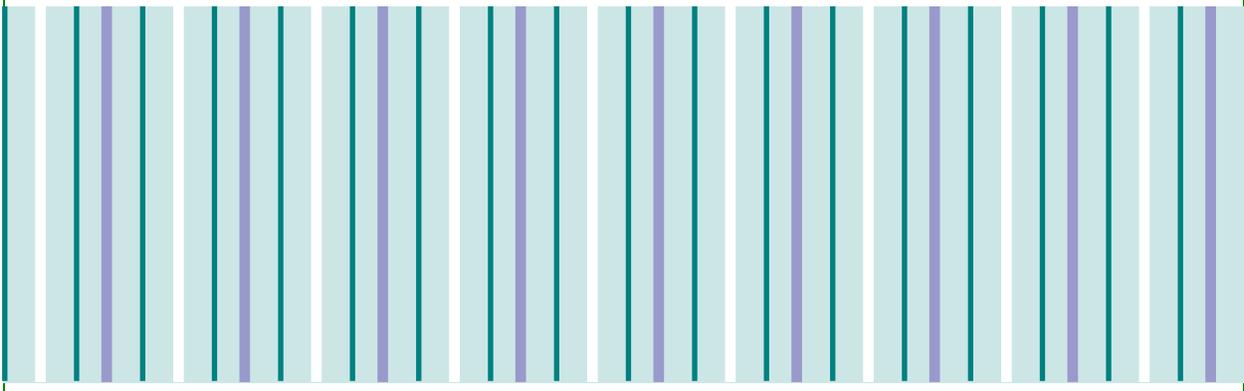
Outstanding Graduate in Sociology: **Bianca Tomassian**

Outstanding Graduate in Sociology and Administrative Studies: **Andrea Servin**

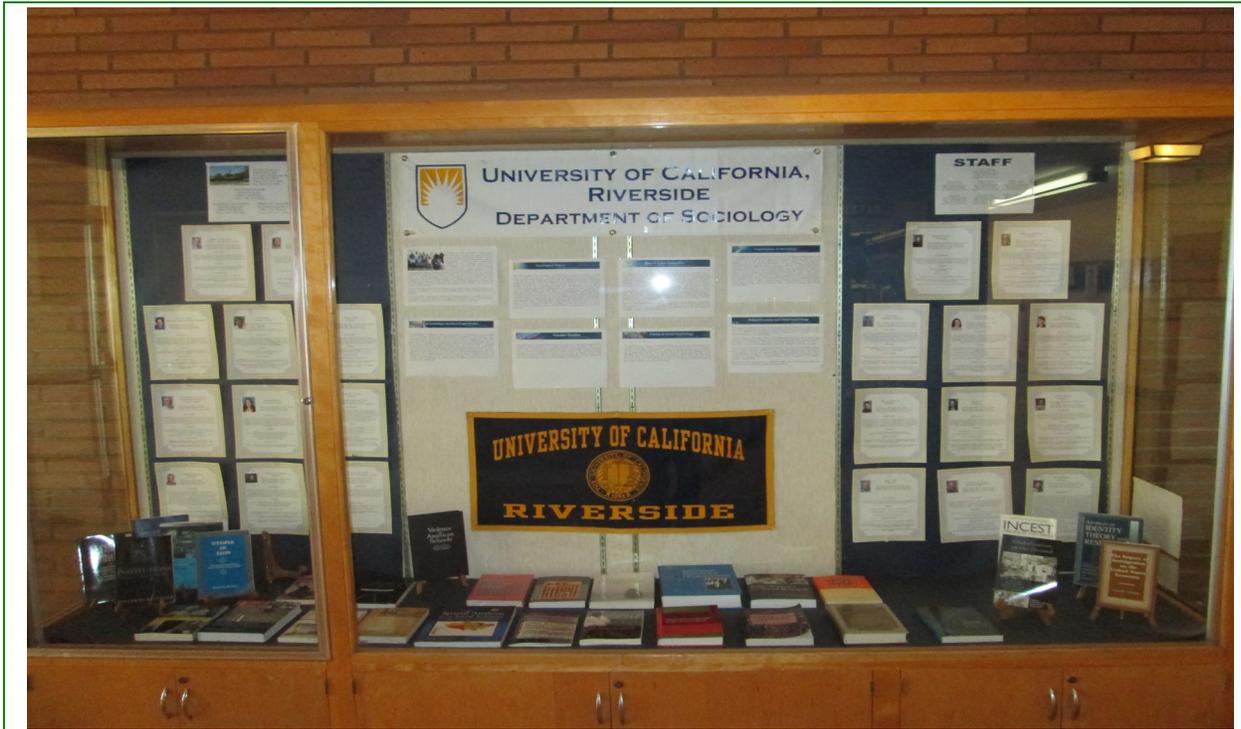
Outstanding Graduate in Sociology and Law and Society: **Alyssa Daatio**



Left to Right: Alyssa Daatio, and Dr. Raymond Russell at the Awards Luncheon, 29 May 2013



Department of Sociology: Faculty and Staff Descriptions on Display in Watkins Hall,



Department of Sociology: Watkins Hall, Spring 2013

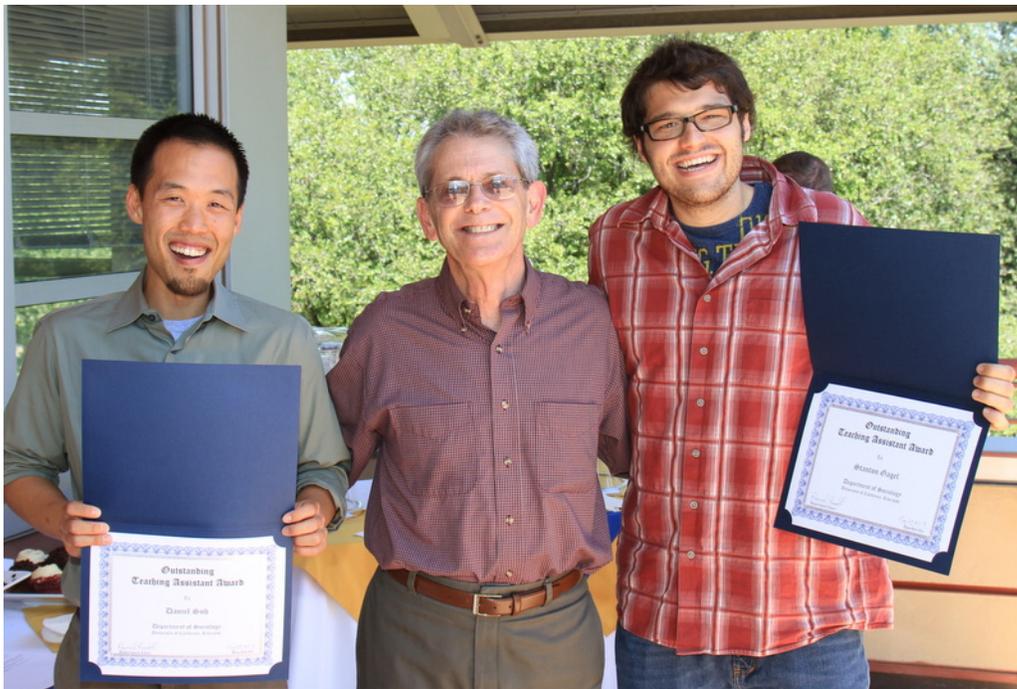


Awards and Honors, 2013 (continued)

Graduate Students:

Amanda Admire was awarded a 3-year National Science Foundation (NSF) Graduate Research Fellowship on March 29, 2013. The National Science Foundation will pay for Amanda's tuition and provide a monthly stipend so that she could conduct research. There were over 13,000 applications submitted for this award and 2,000 students were selected, including Amanda, of course. Amanda is a second year graduate student.

Matthew Grindal, Stanton Gagel, and Daniel Suh were recipients of the 2012-2013 Outstanding Teaching Assistant Awards for Sociology. Given the strength of their applications, our Department was given 3 awards by the Graduate School rather than just two.



Left to right: Daniel Suh, Dr. Raymond Russell, and Stanton Gagel at the Awards Luncheon

Jason Struna was honored this year for his outstanding contribution to the UCR's Undergraduate Research in the Community Program.

Matthew Grindal and **Tony Roberts** received the Dissertation Year Program Fellowship from the Graduate School.

Michael Walker was awarded the Graduate Research Mentorship Program Fellowship by the Graduate School.

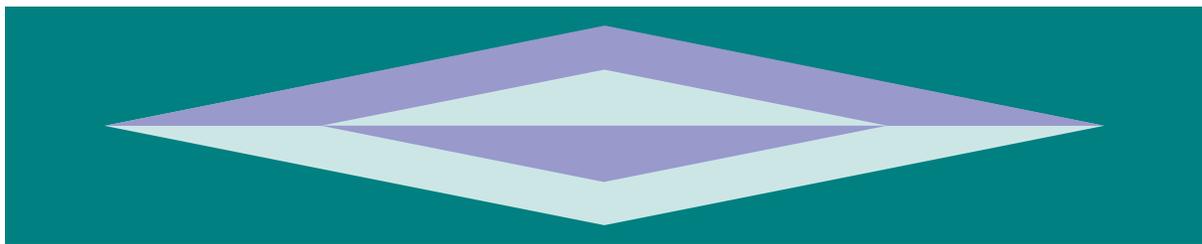
Awards and Honors, 2012-2013 (Continued)

Matthew Grindal received Honorable Mention from the Ford Foundation Dissertation Fellowship program.

Michael Walker received the Graduate Student Paper Award from the Society for the Study of Social Problems, Division of Race and Ethnicity.



The Chair, Dr. Raymond Russell with various honorees at the awards luncheon, 29 May 2013



Awards and Honors, 2012-1013 (Continued)

Jacob Apkarian, Kerry Mulligan, Natasha Radocjic, Tony Roberts, Matthew Rotondi, and Michael Walker received a Graduate Dean Dissertation Research Grant to fund their research.

Natasha Radocjic received a grant from the UCR's Queer Laboratory to support her dissertation research.

Melissa Savlov received a University Teaching Certificate from Dean Childers (Graduate School) and the Teaching Assistant Development Program.

Anthony Roberts and **Ryan Trettevik** were awarded a National Science Foundation Doctoral Dissertation Research Grant Improvement Grant.

Anthony Roberts won the first Sociology Graduate Student Paper Competition.

Elizabeth Schwartz received a CHASS/Graduate Division Dean's Continuing Student Fellowship.

Faculty:

Dr. Christopher Chase-Dunn has been elected president of the California Sociological Association for 2013-2014.

Dr. Christopher Chase-Dunn also received the Lifetime Achievement Award from the Political Economy of the World Systems section of the American Sociological Association.

Dr. Matthew C. Mahutga was elected council member to the Political Economy of the World-Systems Section of the ASA in the Spring of 2012, and will serve from 2013 to 2016.

Dr. Matthew C. Mahutga received the Regents Faculty Fellowship from the Faculty Senate, University of California, Riverside (2012-2013) for his research: "(Re)distributing the Gains from Economic Globalization? Income Inequality in Advanced Industrial Democracies, 1960-2010." The award was \$4,000.

Dr. Tanya Nieri and **Jason Struna** were honored in 2013 for their outstanding contributions to UCR's Undergraduate Research in the Community program.

Dr. Scott Savage received the Outstanding Student Paper Award from the section on Mathematical Sociology of the American Sociological Association.



Left to right: Dr. Scott Savage, Dr. Tanya Nieri, Dr. Raymond Russell, and Dr. Christopher Chase-Dunn (29 May 2013)

Staff:

The Department also thanked the following individuals for their contributions to Sociology all year long: Richard Munoz, Lilia Liderbach, Becky Campbell, Monica Kays, Anna Wire, and Terri DeAnda





Prospects for Sociology in the Market-Model University

By *Dr. Steven Brint, Professor*

Sociology is a relatively big and well-institutionalized social science field – not as big as psychology or political science, close in size to economics, and much bigger in terms of degrees awarded than anthropology. Growth in degrees awarded for the period we studied was moderate, in the middle of the pack of the 199 fields in the analysis.

The specifics here are of some interest. The year 1973 represented the high point for the annual production of sociology baccalaureate degrees; nearly 36,000 were awarded. The low point occurred 12 years later, in 1985, when just over 12,000 baccalaureate degrees were awarded: a near-death experience that yielded considerable soul-searching and criticism from political conservatives and science-minded sociologists about the ideological orientation of the discipline. This suggests that the discipline has, at least until recently, been highly sensitive to the political climate in the country; it is popular during periods of progressive social unrest and less popular during periods of conservative political mobilization.

However, sociology began to stabilize in the mid-1990s and is now awarding about 28,000 degrees annually. The stabilization of the sociology degree may reflect the greater polarization of American society during the last two decades. Although people who say they are liberals are a minority in the United States (about 15 percent of the adult population), they are not as small a minority on college campuses. Sociology has gained a distinctive market niche due to its popularity among political liberals (and those further to the left). Data collected by Neil Gross and Solon Simmons show that sociology is the most left-leaning discipline in the academy, judging by the political self-identification of faculty members, with liberals (and those further to the left) outnumbering conservatives by about 25 to 1.

If we look at the disciplines to which students in general have been flocking, we see huge growth in computer related fields, health related fields, international fields, communications, visual arts, environmental studies, cognitive science, and legal studies. Probably few of these growth fields will come as a great surprise to you. Our research also revealed that donors and foundations have not been particularly interested in the social sciences. Million dollar gifts were concentrated in a few areas: medicine, above all, followed by business and management, engineering and advanced technology, and the arts. Gifts below \$1 million went, above all, to medicine, followed by education, and the arts. Again, social sciences were well down the funding list, below even religion and the humanities.

We conducted another study recently that is also relevant to the situation of sociology. This study had to do with declining academic fields. We measured decline by looking at colleges and universities that offered fields in 1970-71 and then dropped them by 2005-06. We also looked at prevalence of fields in institutions that did not survive throughout the period as compared to those that were newly established during the period. Because counter-movements occur, we also looked at adoptions by institutions that had not originally offered our fields of interest.

We found that most of the basic fields in the arts and sciences experienced declining prevalence – and this includes not only humanities and social science fields, where we might expect it, but also many natural science fields. This reflects the shift in U.S. higher education from a system oriented to the liberal arts to a system oriented to the practical arts, or applied occupational-professional fields. New institutions are overwhelmingly occupational in orientation, and relatively few offer majors in sociology or many of the other basic arts and sciences disciplines. In this expanding system, we found much less prevalence of sociology in 2005-06 than in 1970-71 – its level of institutionalization dropped by more than 10 percent as the system grew – but it registered an absolute decline of representation in only 15 institutions total.

This figure masks some important processes affecting our discipline. Sociology was one of three widely institutionalized fields that declined in prevalence and in which quite a few institutions both dropped and adopted the field. Of the 1,120 four-year colleges and universities that survived throughout the period, more than 100 dropped the field and more than 100 adopted it. Economics and physics were the other two with a similar profile: little net loss, but lots of churning.

We think the phenomenon of churning *could* be a prelude to more dramatic changes in the future. Economics, we know, has been assimilated in many places into business programs. But more research will be necessary to determine whether churning is in fact a prelude to more dramatic changes.

Larger and more prestigious places have tended to preserve vulnerable fields in the arts and sciences, including sociology, as have institutions with a strong liberal arts tradition. Many of the latter are religiously affiliated and not particularly prestigious. Public institutions were also much more likely to preserve vulnerable arts and sciences fields than private institutions.

The situation of sociology showed some distinctive features. Colleges and universities enrolling higher proportions of women and minorities were more likely to be among those adopting sociology during the period, while institutions enrolling higher proportions of international students were more likely to drop sociology and less likely to adopt it. Sociology was one of the few arts and sciences fields in which adoption was not significantly related to the organizational status index we used to measure prestige. The data suggest something that most of us know: sociology is strongly associated with disadvantaged and minority populations, and it is not a discipline that elites have particularly warm feelings about.

Data on student composition in the discipline re-enforce this point. Through the 1970s, the gender gap among new graduates was about 1.5 women to every man. The gender gap widened around 1980, and it has continued to widen since that time. Today, among new baccalaureates in sociology, women outnumber men by nearly three to one. Sociology is also very popular among members of racial-ethnic minority groups. In 2008-09, Whites

received nearly 72 percent of all baccalaureate degrees; in sociology their percentage was 57 percent. By contrast, Blacks received approximately 10 percent of all degrees, but nearly 17 percent of sociology degrees. Hispanics received eight percent of all degrees, and 12 percent of sociology degrees.

It is possible to come to different conclusions about whether or not this demographic transition is a good thing. On the one hand, women and minorities are fast growing groups in U.S. colleges and universities. On the other, international students are also a fast-growing category and one likely to be more important in the future. More broadly, legitimacy can come from serving public purposes or from acceptance by dominant status groups and organizations. Perhaps it is most secure when it comes from both sources. Today, sociology is more strongly supported by the state and the public purposes the state represents than it is by cultural elites. This has probably always been true in the United States, but it may be truer now.

The Decomposition of Sociology Then and Now

For reasons that I will now explain, this evidence suggests to me that the situation of sociology is not as dire as many predicted in the years following sociology's near-death experience of the mid-1980s. The pessimists of that earlier period included many of the leading lights of the discipline: Howard Becker, Peter L. Berger, Seymour Martin Lipset, Arthur Stinchcombe, Neil J. Smelser, Jonathan H. Turner, and Dennis Wrong, among others. The discipline was charged with extreme politicization and the loss of its anchoring commitment to a scientific understanding of social organization and social relations. Many of these disappointed scholars thought the discipline had become a haven for left-wing activists who were more interested in social reform than scientific analysis.

Certainly the discipline's roots in social reform and the study of social problems continue to resonate with many current faculty members more than its scientific aspirations. But, institutionally, the field has not disintegrated or decomposed. Instead, it has grown modestly in numbers of degrees awarded annually, even if its representation in U.S. four-year colleges and universities has not kept pace with the expansion of the numbers of institutions in the system. As I have noted, this is not a problem specific to sociology. Instead, we should see the situation of sociology as part of a larger retreat from the basic or pure disciplines of the arts and sciences.

Market Segmentation

Market forces lead not only to trends in the popularity of disciplines and sub-disciplines, but to competition and competitive settlements based on market segmentation. Sociology has been affected by the rise of academic competitors, and the migration of sociologists to competing units, a phenomenon that has also affected our sister discipline, economics. This migration has led, in turn, to a greater concentration of work in remaining parts of a somewhat reduced sociological empire. Sociology has a relatively strong niche space within the ecology of the academic disciplines, but one that is much less favored than Auguste Comte would have hoped when he proclaimed sociology the "queen of the sciences."

Where has migration occurred due to new competitors? Applied work connected to sociology, particularly criminal justice and social work, have absorbed some of the discipline's interest in social control and social welfare, respectively. Business schools have absorbed many of the leading scholars of organizational structure and behavior. International relations and public policy have absorbed some of our comparativists. Ethnic and women's studies also compete – so far, not very successfully – for students interested in inequality, power, and identity as it relates to disadvantaged populations.

I say that our empire has shrunk, and I mean it. Years ago, the dominant view of the discipline was that it was composed of four major areas: (1) macro-level comparative-historical studies, the meso-level specializations of (2) social organization and (3) inequality, and the micro-level study of (4) small groups and face-to-face interactions. I would say we face significant issues in the first two of these four formerly central areas: Comparative-historical work continues to exist, of course, and is important in some sub-disciplines, such as political sociology. But the extent to which many of sociology's sections are U.S.-centered is surprising in what so many characterize as an age of globalization.

The situation is more problematic still in the area of social organization. Many of the top people in organizational studies have migrated to business schools, where the pay is higher. An interesting example of this phenomenon crossed my desk not long ago: the 2008 Sage volume on organizational institutionalism, edited by Royston Greenwood et al. Neo-institutionalism in organizational studies is an approach inspired by the work of sociologists Lynne Zucker, John W. Meyer, W. Richard Scott, Paul DiMaggio, and Walter W. Powell. The book, a large compendium on the state of thinking in this area, included 64 contributors in all. Forty-three taught in business or management schools, 13 in sociology departments, and the remaining eight were scattered in other disciplines or were unidentifiable by discipline in the biographies provided by the editors. To paraphrase the words of the old song: Where have you gone followers of Paul DiMaggio? Evidently, into management schools.

This raises the delicate issue of the concentration of sociology on social inequality and social problems as its central focal areas of study. The early history of sociology was a tug-of-war between proto-scientists like Comte and Herbert Spencer who were interested in discovering the sources of cooperation and conflict, backwardness and progress in the organization of human societies, and social reformers like Charles Booth and Jane Addams, who were interested in the study of poverty and the improvement of the living standards of the poor. Comte and others foresaw a future in which sociology would occupy a leading role in the coordination and control of complex societies. By contrast, Booth and Addams foresaw a future in which social research would be an instrument of social reform. Judging by the labor market circumstances of sociology baccalaureates, the Booth-Addams strand has clearly won out in the United States. Studies by Roberta Spalters-Roth and her colleagues

at the American Sociological Association show that the majority of sociology baccalaureates from the early 2000s took jobs related to social reform activities (such as social work, staffing non-profit organizations, and working in community organizations), or in administrative support work, or in school teaching or librarianship. Only six percent of sociology graduates from the early 2000s described themselves as working in research jobs.

Follow the Market?

Okay, for the sake of argument, let's say we are in the age of the market-model university, with its strong push toward consumer- and donor-led demand, its competitions for turf, its migrations of advantaged faculty members to economically attractive market positions, and its segmented settlements. What might you, as concerned sociologists, do about all this?

A reasonable approach, perhaps, would be to follow the market, not slavishly, but to the extent that it fits with the interests and priorities of your colleagues. To the extent that departments decided to do this, we would expect to see many more courses or subspecialties in computers and society, the sociology of medicine, technology and society, business and society, the sociology of mass media, environmental sociology, and the sociology of education. Some of these fields are alive and well in sociology (medicine, education, and, arguably, the environment), but others barely exist. Inequality and disadvantaged populations are central preoccupations, but business and technology are minimally represented.

You would also want to be aware of the problematic consequences of market competition and segmentation – and try to do something about these influences, if they create vulnerabilities in your home departments. If you value a broadly focused discipline over a narrowly focused discipline, this would be a good time to reach out to your fellow sociologists who are located in the professional schools, particularly the business schools, where so much good organizational sociology is being conducted under a management alias. If a broader base is desirable, it might even do you some good to recognize that the discipline – due to political preferences, as much as market segmentation – now often seems to leave out not only most of the rest of the world, but also half of American society. Try to remember the last time you read an article in sociology taking a neutral, non-judgmental tone concerning “Red America” types. Of course, there are some, but not many.

Market segmentation is a problem only to the extent that a market segment is vulnerable. Our studies do not lead to a firm conclusion about the effects of market segmentation on sociology. Sociology is popular with women and minorities, two fast growing groups in academe. But the discipline shows evident weak spots with international students, in some doctoral-granting institutions, and in the upper prestige levels of academe. Inequality and social problems, like death and taxes, will always be with us, and certainly merit our attention and concern. But a broader view of the discipline – one that reincorporates comparative-historical studies and studies of social organization – may be called for, at least in sectors of academe potentially subject to critical review in a period that could promise much more disciplinary churning, even, than the period my group studied.

Competition and market segmentation are part of the reason for this concentration on inequality and social reform. But it also builds on a long tradition. Sociology's market segment has always included quite a few people who cast a critical eye on social relations, and as the study of social organization has migrated to other precincts within academe, social structure understood as inequality has loomed ever more central as the defining interest of the discipline.

Against the disappointed and worried moderates of the 1990s, one could plausibly argue that the discipline is actually more integrated than before: It focuses on inequalities of various types and develops rigorous measures of their dimensions and consequences. We know the fine points and nuances of inequality. The discipline also focuses on social problems related to inequality. This is a kind of integration, though not one that is particularly advantageous for the discipline at the upper echelons of academe or in the world of foundations and donors. We could say that the social problems orientation of the discipline has triumphed and the idea of sociology as THE science of social organization and social relations has failed.

The social conditions of workers and the poor have worsened in most of the developed world, and particularly in the years of the Great Recession. This provides enhanced opportunities for social work and community engagement among sociology students and graduates. The helping occupations are growing alongside the need for them. Public opinion also supports a focus on inequality. Indeed, I recently discovered a study of American public opinion showing that the idea of equality of opportunity and inclusiveness rivals scientific progress as a national ideal and priority. The political attitudes of sociology students and faculty members, as well as the gender and ethnic-racial composition of the field, incline it in the direction of a laudable, but subordinate role in the structure of American academe and the American labor market. Is this decline? For me, quite frankly, it is, because of the shrinking role of our macro-comparative and organizational wings, which appeal at higher levels of the academic status structure. But I recognize that where some have seen decomposition and disintegration, others will see a re-composition and a re-centering of the discipline.



STUDENTS' FORUM

Voices Unheard: Breaking Down the Stereotypes of Middle Eastern Women of UCR

By Susie Youssef, BS, Sociology, UCR, 2013



As a woman who gained her education through a sociological lens, I sat in numerous classes at UCR where minorities were finally given a voice. Many of my classmates, all varying in ethnicity and gender, were finally given a voice through class interactions and materials that they could relate to somehow. With that being said, as I continued to sit in these classes, I began to realize that individuals were being heavily misinformed about Middle Easterners, and the women of this culture were portrayed in a completely misleading light. After I became vocal about my opinion of the Middle Eastern culture, my peers often approached me with questions that many would not believe were asked. As surprising as these questions were, the frequency of the inquiries was much more alarming. This sudden trend is what encouraged me to use my knowledge to make a difference and work to solve this prominent problem. This difference was to be delivered in the form of an artistic blog and a panel of Middle Eastern women who were asked to give their opinions about several interview questions. By executing this project, others could gain some insight into the lives of Middle Eastern women at UCR.

Shortly after the creation of my blog, I myself began to learn great information about my own culture. Interviewing the women became as much an eye-opener to me, as it would have been to those individuals who knew nothing about Middle Eastern culture. My research brought me to believe that the issue with those individuals who generalized Middle Easterners was brought about by media conglomerates that portray individuals of this culture in an erroneous manner. As a result of my research, I learned that Middle Eastern women are like leaves on a tree. Each leaf has different vein lines, but it is ultimately connected to the same tree as the rest of the leaves. The women I interviewed are similar in this way because although these women are of the same culture, they are completely different as a result of the influences made by their geographical regions, families, town cultures, and religions.

Each woman has her own story and I intended for every woman to be able to tell her story so that the UCR community was more aware of their student body. By doing this, I hoped to break the stereotype that Middle Eastern women were voiceless, passive females that lacked a say in their societies.

As a sociologist, I decided to ask questions that were directed towards the women's social ties, education, and ideologies that they were taught as children. As a woman's studies minor, I asked questions that would allow others to see how these women were either oppressed, or uplifted by their culture. Although all of the women I interviewed were highly different from one another in their beliefs and ideologies, all were proud of where they came from. Whether they were Muslim or Christian, brought up in the Middle East or America, straight or queer, veiled or unveiled – not one of these women was ashamed about her origins or the lifestyles she was brought up with.

After the final product was launched on my blog, I was approached by a non-Middle Eastern individual who asked me how these Middle Eastern women could feel so free and proud of their origins. She wanted to know how these women could have such positive emotions about their culture, when this manifestation was a moving force in making these women follow such rigorous rules – that sometimes go far enough to force women to cover their heads even when it is hot. I quickly briefed her about this problem, and advised her to read the collection of interviews on my blog because many of the interviewees went in depth when addressing this issue – each woman explaining her views from her unique perspective. Many women described these “rules” as structures that were taught to them that were only established to help them find success in their lives. I found and exposed that women who wear *hijab*, or the head veil, have chosen to do so by their own wills and view the veiling as a liberating event in their lives.

This blog was created to show “the empowerment of those who are seen in the eyes of society to lack such power. To show the world the injustice of their thoughts alone.” The stereotypes that Middle Eastern women are thought to possess are, in fact, false pretenses that the media portrays upon them and those who do not properly research falsely believe these facts. The blog was intended to denounce these stereotypes, as well as express the voices of Middle Eastern woman through their own perspectives.

The Middle Eastern women of UCR have taken the idea of who they are into their own hands by inviting the UCR community into their lives. Many of these women have told me that students have blatantly asked them if they are a rarity, being few in number, or whether they still ride on camels in their homeland. Even I, up until the recent Egyptian revolution, was asked how I was claiming to be Egyptian when they are extinct and, only after convincing them that Egypt was still a thriving country, they proceeded to ask if I resided in a pyramid. After laughing in my mind at these questions, I was truly saddened by the lack of knowledge that the public had of the Middle East and the false information that was being fed through the media. As a result of these instances, I created my blog to answer these questions and to educate those who were falsely fed wrong information. If you are interested in reading the stories of these women and viewing this blog, please visit middleeastern-womenofucr.tumblr.com.



Christopher Chase-Dunn & Bruce Lerro (2013) *Social Change: Globalization from the Stone Age to the Present*. Boulder, CO: Paradigm Publishers.

From the Stone Age to the Space Age, this new textbook tells the story of human socio-cultural evolution. It describes the conditions under which hunter-gathers, horticulturalists, agricultural states, and industrial capitalist societies formed, flourished, and declined. Drawing evidence from archaeology, ethnography, linguistics, historical documents, statistics, and survey research, the authors trace the growth of human societies and their complexity and they probe the conflicts within hierarchies both within and between societies. They also explain the macro-micro links that connect cultural evolution and history with the development of the individual self, thinking processes, and perceptions.

The book also compares the emergence of a regional system centered in Europe with the early modern system in East Asia, and analyzes the long-term incorporation of regional systems into the global system of today. Thus a world historical and comparative approach portrays the evolution of the modern world-system over the past 500 years and a consideration of possible futures for the 21st century.

It is suitable as a text book for undergraduate and graduate social science classes on social change and globalization topics in sociology, world history, cultural geography, and anthropology. The authors explain the emergence of sedentism, the rise and fall of chiefdoms, states, and empires and the growth and decline of cities in several world regions, including early parts of North America. They interpret how the emergence of social complexity and hierarchy has been related to the changes in the structure of the individual personality, and shows how institutions that facilitated conquest, exploitation, and trade over longer distances produced larger interaction networks. There is a Companion web site that provides Excel data sets for students about the sizes of empires and cities, European colonization and decolonization, and the trajectory of trade globalization since 1830. See: <http://www.paradigmpublishers.com/Books/BookDetail.aspx?productID=364458>

Robert A. Hanneman, Augustine J. Kposowa & Mark Riddle (2013). *Basic Statistics for Social Research*. San Francisco: Jossey-Bass Wiley.

This book teaches core general statistical concepts and methods that all social science majors must master to understand and do social research. Its use of mathematics and theory are deliberately limited, as the authors focus on the use of concepts and tools of statistics in the analysis of social science data, rather than on the mathematical and computational aspects. Research questions and applications are taken from a wide variety of subfields in Sociology. Each chapter is organized around one or more general ideas that are explained at its beginning, and then applied in increasing detail in the body of the text. The book is suitable for undergraduate students taking statistics for the first time, and for graduate students wishing to refresh their skills before engaging in more advanced statistical methods. The authors begin with the elements of social research, including sampling, issues of measurement, and close with a chapter on logistic regression. There is a companion website where more learning tools are available: <http://www.josseybass.com/go/hanneman>.

The **American Sociological Association** will hold its 2014 Annual Conference from August 16-19 at the Hilton San Francisco and Parc55 Hotel in San Francisco, California. Please contact www.asanet.org for program information and paper submission deadlines.

The 85th Annual Meeting of the **Pacific Sociological Association** will be held in Portland, Oregon from March 27-30, 2014 at the Portland Marriott Downtown Waterfront, 1401 S.W. Naito Parkway, Portland, OR 97201. Hotel reservations must be made by 6 March 2014 to obtain the PSA rate (\$144 per night). Visit <http://pacificsoc.typepad.com/psa2014/> for further information, including paper submission guidelines, deadlines, and travel. PSA provides competitive travel grants for graduate and undergraduate students.

The **Society for the Study of Social Problems** (SSSP) will hold its 2014 Annual Conference from August 15-17 at the San Francisco Marriott Marquis, San Francisco, CA. The Conference theme is Fifty Years Later: From a War on Poverty to a War on the Poor. Further information about the conference may be obtained at http://www.sssp1.org/index.cfm/m/522/About_SSSP_Annual_Meetings/

The 44th Annual Meeting of the **Association of Black Sociologists** (ABS) will be held in San Francisco in August, 2014. Please visit the ABS website for details. Note that ABS has also relaunched its official journal, *Issues in Race & Society*. Visit <http://associationofblacksociologists.org/> for conference and journal submission details.

The annual conference of the **British Sociological Association** (BSA) takes place from the 23rd to 25th of April, 2014 at the University of Leeds. The conference theme is Changing Society. The BSA annual conference is the primary annual conference for sociology in the UK with opportunities for everyone connected to the discipline. Visit <http://www.britisoc.co.uk/events/bsa-annual-conference.aspx> for further details, sessions, and deadlines.

The **XVIII International Sociological Association World Congress of Sociology** will be held from July 13-19, 2014 in Yokohama, Japan. The conference theme is Facing an Unequal World: Challenges for Global Sociology. Please visit the ISA website at <http://www.isa-sociology.org/congress2014/> for program information. The deadline for abstract submission is 30th September 2013, with an option to modify by 30th November 2013.

The **Population Association of America** holds its annual conference in Boston, MA from May 1 to May 3, 2014 at the Boston Marriott Copley Place. The call for papers is available at <http://paa2014.princeton.edu/>. Details on membership, conference registration, jobs, and various announcements are available at the PSA website <http://www.populationassociation.org/>.

The 2014 **Applied Demography Conference** takes place in San Antonio, TX from January 8-10. The Abstract submission deadline is September 30, 2013. The ADC is sponsored by the Institute for Demographic and Socioeconomic Research at the University of Texas, San Antonio. For more information about the scope of papers and how to submit abstracts and/or papers, visit <http://idser.utsa.edu/ADC/2014/Index.aspx>.

The **American Public Health Association** will hold its 142nd annual meeting and exposition in New Orleans, Louisiana on the 15th to 19th November 2014. The APHA had its first annual meeting in Cincinnati, OH in 1873. For membership, registration, and paper submission guidelines, visit the APHA website at <http://www.apha.org/meetings/AnnualMeeting/>. Note that APHA makes arrangements with selected airlines and the national passenger rail carrier, AMTRAK for reduced fares to persons travelling to its annual conference.

The 70th annual meeting of **American Society of Criminology** (ASC) will be held in San Francisco, CA from 19th to 22nd November, 2014 at the San Francisco Marriott Marquis. Membership, registration, and related information are available at the organization's website <http://www.asc41.com/>.

The 17th meeting of the **Section of Epidemiology and Social Psychiatry** of the European Psychiatric Association (EPA) will be held in Ulm and Neu-Ulm, Germany from May 21-24, 2014. The conference will cover both current research on the disease burden, i.e. on the epidemiology of mental disorders and the repercussions this has on mental health service planning and delivery. The Abstract submission deadline is October 31, 2013. For further information, please visit <http://www.epa2014ulm.eu>.

The **California Sociological Association** will hold its 25th annual meeting at the Mission Inn, Riverside from November 7th to 8th, 2014. The 24th meeting is in Berkeley, CA. For paper submission guidelines and related information, please visit the CSA website at <http://www.cal-soc.org/>. Papers for both the 2013 and 2014 meetings may be submitted via email to Christopher.Chase-Dunn@ucr.edu.

The **Midwest Sociological Society** (MSS) holds its 2014 annual meeting at the Hilton Omaha, Omaha, NE from April 3rd to April 6th, 2014. Presenters must be members of the MSS. Student membership is \$23 per year. The theme for the 2014 meeting is Left Behind Sociology: Revisiting Old Ideas, Old Theories, and Understudied People. The Call for Papers will be issued in late Fall 2013. Visit the MSS website for further information at <http://www.themss.org/annualmeetings.html>

The **American Statistical Association** convenes its 2014 Joint Statistical Meetings at the Boston Convention and Exhibition Center from August 2nd to 7th in Boston, MA. Membership and meeting information is available at the ASA website: <http://www.amstat.org/meetings/>.

The 2014 Annual Meeting of the **North Central Sociological Association** (NCSA) will be held at the Hyatt Regency, Cincinnati, OH from 10th to 13th April 2014. The theme of the 2014 meeting is Doing Good: Positive Behavior, Promising Programs, Promoting Change. Presenters at the conference must be members of the NCSA. Membership is open to all sociologists around the world. Student membership is \$25.00. Further information on membership, paper submission, and deadlines is available at the NCSA website: <http://www.ncsanet.org/>

Some Recent Graduates, Year of Degree and Current Position

Seth Abrutyn (PhD, 2009). Assistant Professor, University of Memphis, Memphis, TN

Brooke Johnson (PhD, 2009). Assistant Professor, Northeastern Illinois University, Chicago, IL

Scott P. Murphy (PhD, 2009). Post Doctoral Scholar, University of South Florida, Tampa, FL

Michael J. Carter (PhD, 2010). Assistant Professor, Cal State University, Northridge, CA

Christine Cerven (PhD, 2010). Post Doctoral Scholar, University of California, San Diego, CA

Jae-Woo Kim (PhD, 2010). Assistant Professor, Chonbuk National University, Jeonju, South Korea

Adam Messinger (PhD, 2010) Assistant Professor , Northeastern Illinois University, Chicago, IL

Kristopher R. Proctor (PhD, 2010). Assistant Professor, Avila University, Kansas City, MO

Jesse Fletcher (PhD, 2010). Project Director, Friends Research Institute, Inc. Los Angeles, CA

Eric Vega (PhD, 2010). Assistant Professor, La Sierra University, Riverside, CA

Stephanie D'Auria (PhD, 2011). Assistant Professor, Vanguard University, Costa Mesa, CA

David McCanna (PhD, 2011). Assistant Professor, Carroll College, Helena, MT

Sabrina Alimahomed (PhD, 2011). Assistant Professor, Cal State University, Long Beach, CA

Cory Lepage (PhD, 2011). University of Alaska, Anchorage, AK

Mattheu Kaneshiro (PhD, 2011). Researcher, Nielson Media Research, Chicago, IL.

Roy Kwon (PhD, 2011). Assistant Professor, University of LaVerne, CA

Yvonne Thai (PhD, 2011). Assistant Professor, California Baptist University, Riverside, CA

Kirk Lawrence (PhD, 2011). Assistant Professor, Saint Joseph's College, Long Island, NY

Shigueru Tsuha (PhD, 2011). Executive Director, Dolores Huerta Labor Institute, Gardena, CA

Louis Tuthill (PhD, 2012). Assistant Professor, Rutgers University, Camden, NJ

Preeta Saxena (PhD, 2012). NIH Post Doctoral Fellow, UCLA Drug Research Center, CA

Kohei Takahashi (PhD, 2013). Lead Researcher, Graduate School Japan, Tokyo, Japan

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