

VERITAS VINCIT

Spring 2014

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- **Deadline for Volume 2, Issue 1 is August 1, 2014**
- **2015 ASA Conference, Chicago, August 22-25**
- **2014 ASA Conference, San Francisco, August 16-19**

Notes from the Chair *Dr. Raymond Russell*

2013-2014 has been a year of mixed developments for UCR's Department of Sociology. During the Winter Quarter, we suffered the unexpected loss of Professor Austin Turk, who passed away suddenly on February 1. At the end of the Spring, we will say good-bye to Professor Peter Burke, who is retiring at the end of June. In this case we take some comfort in knowing that Professor Burke will continue to be involved in research taking place at UCR after he becomes a Professor Emeritus through his continuing collaboration with faculty in the Department of Sociology.

On the positive side, there is much good news to report. Dr. Sharon Oselin has agreed to join UCR's Sociology faculty in Fall 2014. Dr. Oselin will enhance the Department's ability to teach courses on such subjects as Deviance, Criminology, Gender, and Qualitative Methods. Dr. Oselin earned her Ph.D. from the Department of Sociology at UC Irvine in 2008, and comes to us after six years on the faculty in the Department of Sociology at California State University, Los Angeles. At CSULA, Dr. Oselin was a popular teacher, and excelled as a mentor to undergraduate students. We feel very fortunate that Dr. Oselin will be joining the Sociology faculty at UCR.

Other good news this year includes approval by the Graduate Council of our plans to expand the methodological training in our graduate program, and approval by the Committee on Educational Policy of our plans to improve our undergraduate program. One piece of news is both good and bad. Sociology leads all other departments in UCR's College of Humanities, Arts, and Social Sciences in making a sufficient number of seats available in our classes for all of our undergraduates make progress toward satisfying requirements of our majors every quarter in which they are enrolled. We consider this to be good news, because we know that it helps our majors to graduate on time. It is also a bad sign, however, because we know that are achieving this record by scheduling many of our classes to meet in large rooms.

Among the improvements that we have promised the Committee on Educational Policy that we will make in our undergraduate program, the most important is a new series of undergraduate seminars, which will be limited to about 15 students per class, and will be open to undergraduates only after they have taken our required classes in theory and methods. We are planning to offer three of these new seminars in 2014-2015, and at least double that number in 2015-2016. Our goal is to make it possible for all of our undergraduates to be able to take at least one small class of this nature before they graduate.

Before closing I would like to acknowledge the many generous gifts that the Department of Sociology has received from former undergraduate and graduate students within the past year. Uncommitted gifts that we have received from various individual donors in this and previous years now total more than \$10,000. Beginning in 2014-2015, the Department will use these funds to help undergraduate and graduate students to attend and make presentations at conferences and to defray costs associated with their research. We are grateful to the alumni and friends of the Department of Sociology whose gifts have helped to make possible this support.

EDITORIAL
Augustine J. Kposowa

Predicting Revolutions

Revolutions have a way of taking unexpected twists often unimaginable by both protest leaders and participants. In Egypt, following decades of autocratic rule, first by Nasser, Sadat, and then Mubarak, mass street protests and civil disobedience called for democratic governance. After weeks of uncertainty, the once unthinkable happened: Mubarak stepped down, though unwillingly. It appeared that for the first time in that nation's history, the people had won, though the generals seemed bent on stealing the revolution. Multi-party elections were held, and despite scattered claims of 'irregularities,' it seemed clear that the party of Mohamed Morsi had won. Democracy had come to Egypt, or so it seemed to outside observers. In just over a year into his administration, President Morsi was overthrown in a military coup backed by large segments of the Egyptian population, including the very youths that had marched and called for democracy. Then in a bizarre turn of events, the same youths and other citizens that had once denounced authoritarian rule and demanded the establishment of democratic governance began singing the praises of General Abdel Fattah al-Sisi, effectively urging him to take over the Presidency. With the populace in adulation of al-Sisi, and his facile takeover of Egypt a certainty, the irony of replacing one strong man with another cannot be lost.

Events in Egypt bring reminders of the destructive consequences of hate, fear, rumors, and hysteria even in mass movements. Had the admonition of Richard M. Nixon. Addressing White House staff in a farewell address broadcast on American television, and carried to remote corners of the globe via shortwave radio shortly after resigning the U.S. Presidency in August 1974, he stated: "Always remember that others may hate you but those who hate you don't win unless you hate them. And then you destroy yourself." A man that was rumored to have a list of enemies had most likely realized just how his own antipathy for others had destroyed him. Fear and outright resentment of President Morsi and his Muslim Brotherhood prevailed over rationality in the Egyptian 'Revolution.' In that context, it became apparent to even well meaning revolutionaries that they would rather return the country to the devil they knew than leave it in the hands of the one that they did not know—one that had been elected through a democratic process. Why then had they been demonstrating?

When Field Marshal Fattah al-Sisi is eventually sworn in as President, the Tahir Square revolutionaries of spring 2011 may well wonder how they managed to return the old guard to power, for the armed forces (to which Nasser, Sadat, and Mubarak belonged) have seized the Egyptian revolution without dirtying their hands. They have lost nothing, but merely added to their fame, regained in part since their commendable performance in the 1973 war with Israel. Thanks to American tax payers and their government's desire to uphold the Camp David treaty at all costs, the financial fortunes of Egyptian generals have also grown under a patrimonial system that the revolutionaries, perhaps unknowingly were threatening to destroy. This, the old guard would never allow.

Iranian students and revolutionaries made a similar miscalculation decades earlier as they demanded the end of the reign of another autocratic ruler, the Shah, while simultaneously calling for the return of Ayatollah Khomeini from exile in Paris. Little did the students realize that they were replacing one strong man with another. The Mullahs took over Iran, forced women (including the very Tehran University students that had protested against the Shah) to wear the hijab and dress 'modestly.' An Islamic Republic was declared; the revolutionaries had replaced one repressive regime with another! A cynic may well be forgiven for asking a simple question: In the case of Egypt, and that of Iran 32 years earlier, were the end results worth the efforts? Were these in fact revolutions or just irregular regime changes? From history, yet the verdict may come.

Message from the Graduate Adviser

Dr. Katja Guenther

Rolling Out a New Graduate Curriculum

My first year as Graduate Adviser has been an exciting one with many positive changes underway in our graduate program. For fall, 2014, the department is welcoming an incoming graduate student cohort of talented and engaged junior scholars. We will also be rolling out a revised graduate curriculum that has recently been approved by Graduate Council, the campus-wide body that regulates and coordinates functions in the Graduate Division. Getting to know our continuing and incoming graduate students, and receiving the green light to move ahead with our new curriculum, have been highlights of serving as Graduate Adviser this past year. I will save more information on our new graduate students for the fall, 2014, newsletter, and focus here on our revised curriculum, which has been the outcome of several years of effort by department faculty.

One of the most central components of graduate education is the curriculum. Graduate curricula provide graduate students with the foundation for their future research and teaching, and prepare them for professional careers as sociologists. In response to our graduate program's most recent external review, the department has undertaken modifications to our graduate curriculum. The faculty is excited to implement this new curriculum beginning in the fall of 2014. These curricular changes have also been accompanied by some changes in departmental practice that have already been rolled out, such as the introduction of a formal mentoring program (see Professor Ellen Reese's discussion of the mentoring program in the fall, 2013, issue of *Veritas Vincit*).

In revising our graduate curriculum, the faculty had several goals. First, we wanted to ensure students receive a solid foundation in theory and methods early in their graduate training to serve as scaffolding for their later coursework, research, and teaching. Second, we aimed to maintain our department's strengths in key areas of social science inquiry and to facilitate students' acquisition of specialized knowledge in these areas. Third, we sought to ensure that students make timely progress in their course of study and that the program's stages flow logically and seamlessly. Finally, we placed high priority on the professional development of graduate students, considering various ways in which both the curriculum and other department resources (such as our colloquia and faculty mentorship) could facilitate students' developing skills in teaching and pedagogy, presentations and writing for peer-reviewed outlets, and grant writing.

The faculty engaged in an extensive process of discussion and deliberation to develop a graduate curriculum that would meet these goals. In making these changes to the graduate curriculum, the sociology faculty considered suggestions that emerged out of the external review process and also evaluated how our curriculum compares to those at other doctoral programs in sociology, especially within the UC system.

The new graduate curriculum retains many key elements of the earlier program our current students already know well, but also adds important innovations. Students beginning with the 2014 cohort will complete a core program that includes courses in classical and contemporary theory, research design, two courses in quantitative methods/statistics, and two courses in qualitative methods. The examination paper, or e-paper, will now follow a Master's thesis model. In their Master's theses, students will have the opportunity to present their original theoretical and/or empirical contributions to sociological research. During the specialization stage, each student will choose one primary (or major) area and one secondary (or minor) area from seven areas of specialization, completing written qualifying examinations with slightly different criteria in both the primary and secondary specializations.

Collectively, the changes to the graduate curriculum will prepare students for successful careers as sociologists while also enabling students to move through the program within our normative time of six years. I believe I speak for many of the faculty when I write that I am excited to witness how the changes to our graduate curriculum enhance the learning experiences of future graduate students, beginning with those entering our program in the fall. Our more advanced continuing graduate students are less likely to notice direct effects from these curricular changes, but I hope share my enthusiasm for the new curriculum. The 2014-15 academic year promises to be a stimulating year in the graduate program with the infusion of a new cohort and a new curriculum.

Onward!



Undergraduate News

Dr. Ellen Reese, Sociology Undergraduate Adviser

New Advising Staff: The Departments of Sociology and Anthropology hired two new student advisers who have been working alongside with Monica Kays since January 2014 to advise our undergraduate majors. Holly Easley has a MA degree in Education and Higher Education Administration from the University of Kansas, Lawrence (but currently lives in Riverside). Among other work experiences, she has worked in admissions and taught and advised multicultural and first generation students through the Office of Multicultural Affairs at the University of Kansas. Kimberly Etzweiler has a MA degree in Behavioral Science Negotiation and Conflict Resolution from CSU Dominguez Hills. She has worked as an undergraduate adviser for the Psychology Department at UC-Riverside for the past seven years so is very familiar with student advising at UCR. We great appreciate all of the hard work of all three of our student advisers, who together advise about 1,000 Sociology, Sociology/Administrative Studies, and Sociology/Law & Society majors along with about 500 Anthropology majors.

Sociology Honors Club & Undergraduate Sociology Association: As Undergraduate Adviser, I have had the pleasure of serving as the faculty mentor for both of these student organizations. While the Sociology Honors Club is open to any Sociology senior with a cumulative GPA of 3.5 or above, the Undergraduate Sociology Association is open to any undergraduate student interested in sociology. This academic year, the two organizations have collaborated in organizing professional development workshops, which have been held once per quarter. The Fall 2013 workshop focused on the graduate school application process and developing personal statements as part of that process. The Winter 2014 workshop focused on the process of obtaining approval from the Institutional Review Board when conducting research involving human subjects and professional opportunities and resources. The Spring 2014 workshop will focus on career opportunities and pathways for Sociology majors.

Interested in graduate school? If you are an undergraduate student or alum interested in graduate school, you are encouraged to consult with Sociology faculty and Teaching Assistants during their office hours. Much of the information regarding graduate programs, application deadlines, and the application process can be obtained through their websites, but it is often useful to obtain additional information and feedback from Sociology faculty and Teaching Assistants. Many PhD programs offer fellowships, scholarships, and employment opportunities such as Teaching Assistant or Research Assistant positions to help finance your graduate education. Both PhD programs and other professional schools can also offer you financial aid to help finance your education. The information below also provides information on various professional experiences that can help to prepare you for graduate school and improve your chances of being admitted to a graduate program.

Internships: Sociology majors have opportunities to obtain course credit for both research internships and internships in the community. **Sociology 197: Research Internship (1-4 units; S/NC)** is a directed research course open to upper-division undergraduate students through which you assist a faculty member with their research. You enroll through a paper form with consent of a ladder-ranked faculty (those listed on the Sociology department website). **Sociology 198-I: Individual Internship** is a course through which you can obtain professional experience by volunteering for a local organization, such as a local non-profit organization, a business, service center, or labor union. Up to 15 upper division students in Sociology who have earned a C grade or better in Soc 1 (or Soc 1H), Soc 4, and have completed at least 12 units of upper division sociology course work are eligible to enroll in this course.

In addition, eligible undergraduates can apply for summer research internships. The **Summer Mentoring Research Internship Program** is an 8-week paid summer research internship program for rising juniors, seniors, and first-year Masters students at UCR from educationally and/or socioeconomically disadvantaged backgrounds who are U.S. citizens or permanent residents, interested in entering a graduate program, and with a 3.0 or above GPA. For more information, see: <http://graduate.ucr.edu/msrip.html>. The **Medical Scholars Program** provides mentorship, workshops, speakers, and research opportunities (including an 8-week paid summer research internship) for students of all majors interested in entering medical and/or another professional or graduate program. Students who are first-generation college students and/or socioeconomically disadvantaged and/or demonstrate commitment to underserved communities are especially encouraged to apply. For more information, see: <http://msp.ucr.edu/>

Sociology undergraduates seeking to obtain additional professional experience are also encouraged to participate in programs carried out by the **Undergraduate Research, Scholarship & Creative Activity Office**. This office supervises research grants, fellowships, and an annual symposium for undergraduates. Their website (ugr.ucr.edu) provides information about the following opportunities:

-**Symposium:** a conference for undergraduates to present their research; applications during spring quarter. For more info, see the 'Symposium' link at ugr.ucr.edu

-**Undergraduate Research Journal:** an opportunity to publish your research (12 pages max). For more info, see "Paper Guidelines" and "Submission" links at: <http://ugr.ucr.edu/journal.html>

-Undergraduate Research & Creative Activity Mini-Grants: Up to \$1,000 for research supplies and/or travel for a research project. These are offered every quarter for students with 3.0 or above GPA. For more information, see the 'Call for Proposals' at: http://ugr.ucr.edu/grants/students/student_grant.html

-Chancellors Fellowship: Provides awards up to \$5,000 for undergraduate student engagement in a faculty mentored research project for use in July 2014-June 2015. Unless enrolled in HNPG 150 or 151, applicants *must* attend a required workshop & have a 3.0 or above GPA. For more info, see http://ugr.ucr.edu/chancellor_fellowship/

Senior Thesis Projects: Sociology seniors can complete a senior thesis project on a topic of their choice through **Sociology 195: Senior Thesis**. Students must identify a senior thesis adviser who is an Assistant Professor, Associate Professor, or Professor of Sociology in order to enroll in this course and to supervise their project. Sociology seniors who have a cumulative GPA of 3.5 or above are eligible to complete a senior honors thesis through concurrent enrollment for 3 consecutive quarters in **Sociology 199H: Senior Honors Research** and **Sociology 195: Senior Thesis**. For more information, students should contact the Sociology Undergraduate Adviser, Ellen Reese (ellen.reese@ucr.edu).

A total of 9 Sociology undergraduates are completing senior thesis projects this 2013-14 academic year. Their names, thesis titles, and advisers are listed below.

Magalli Acosta

Thesis Title: Educational Attainment in Ghana: Do Marital Status and Religion Account for Gender Disparities?
Faculty Adviser: **Augustine Kposowa**

Chanelle Castracion

Thesis Title: Second Class Athletes: Media Depictions of Professional Women Tennis Players.
Faculty Adviser: **Karen Pyke**

Jacqueline Maciel

Thesis Title: From the Corners to the Streets: The Worker Center Movement for Social Justice
Faculty Adviser: **Ellen Reese**

Tatiana Magallanes

Thesis Title: The Depiction of Marginalized Men in Magazine Advertisement
Thesis Adviser: **Katja Guenther**

John Maldonado

Thesis Title: Overcrowding as a Determinant of Violence in California State Prisons
Thesis Adviser: **David Swanson**

Hoai-An Nguyen

Thesis Title: A Historical-Comparative Study on Higher Education
Thesis Adviser: **Matthew Mahutga**

Judith Osorio

Thesis Title: The Need for Family Friendly Policies: Student Parents & Resources at UCR
Thesis Adviser: **Ellen Reese**

Alexandria Sheffield

Thesis Title: Bridging the Gap: Uncovering the Ambitions of African American Teens within Public High Schools with Large Caucasian Populations.
Faculty Adviser: **Augustine Kposowa**

Gloria Vargas

Thesis Title: Reggae Movement: The Role of American Reggae Music, Musicians, and Lyrics in Mobilizing Fans for Social Movements
Faculty Adviser: **Ellen Reese**

A Tribute in Memory of Professor Austin T. Turk

By Raymond Russell



UCR's Department of Sociology suffered a major loss during this academic year, when Professor Austin Turk passed away on the morning of Saturday, February 1. Since he joined the UCR Sociology faculty in 1988, Professor Turk was one of the leading figures in our graduate specialization in Criminology and Sociological Studies and in the Department of Sociology as a whole. His past contributions to the Department include years of service as Chair, and regular teaching of popular undergraduate and graduate classes on such subjects as Deviance, Criminology, Juvenile Delinquency, and the Sociology of Law.

Nationally and internationally, Professor Turk was acknowledged to be one of the leading practitioners of the conflict approach to the study of criminology. His book *Criminality and the Legal Order*, published in 1969 by the University of Chicago Press, is considered a classic. He was a Fellow and Past President of the American Society of Criminology, and served as Chair of the Criminology Section of the American Sociological Association. Most recently, Professor Turk produced a number of works on political violence and terrorism, including a 2013 book on terrorism and counterterrorism that he edited in collaboration with David Lowe and Dilip K. Das.

Professor Turk will be laid to rest in Vermont on May 17, in a private service and burial. Professor Peter Burke has agreed to say a few words on behalf of UCR's Sociology community on that occasion. If you have thoughts or feelings that you would like Professor Burke to include in his remarks, please let him know as soon as possible. Professor Burke can be reached at peter.burke@ucr.edu

At UC Riverside, we will pay tribute to Professor Turk on Thursday, June 5, from 12:30 to 2:00PM. Speakers will include former colleagues, former students, and current students who worked with Professor Turk. Details about the location and speakers will be posted later in May on the UCR Department of Sociology website. We expect this event to be attended by large numbers of current students and current faculty. If any former students or former colleagues decide upon reading this news that they too would also like to participate in this tribute to Austin Turk, they are very welcome to join us. Just let us know that you are coming, so we can be sure to reserve a large enough room. Please email notice of your attendance to Graduate Secretary Anna Wire at anna.wire@ucr.edu

Large numbers of Professor Turk's former students will not be able to join us for the tribute to Austin Turk on June 5, but will be with us in spirit. If any former students of Professor Turk have thoughts or feelings about Professor Turk that they would like to be included in what is said on that occasion, please send them to Department Chair Raymond Russell at raymond.russell@ucr.edu.

To Understand or to Change? Why Science and Advocacy Should be on the Same Side

Dr. Matthew Mahutga

In many sociology departments, there is a divide between faculty members whose research leans towards advocacy, and those that lean toward “basic,” or “value-free” research. This divide often gets misinterpreted as representing different “methodological” approaches (e.g. qualitative vs. quantitative). This misperception is entirely unfortunate, because the divide is much more epistemological than methodological. I believe firmly that our advocacy efforts are useless, at best, unless they are informed by social research that strives for objectivity.

In my short career, I’ve come to appreciate that I have innumerable limitations of insight/knowledge. This realization has drastically reduced the sense of self-righteous indignation I brought with me to graduate school. For example, I was convinced that economic globalization was little more than the intensified exploitation of poor countries by rich countries. As a consequence, I participated actively in a loosely organized *anti*-globalization movement.

One of the first realizations of the gap between reality and my perceptions of it came when I began reading the empirical literature on global income inequality. Much of the globalization research I had read up to that point was clearly in the advocacy camp—globalization is “bad” because of X in country Z. Often, the stated (or implied) assumption was that X must be a widespread phenomenon, was inexorably tied to globalization, and therefore that globalization exacerbates global income inequality. Naturally, I assumed that global income inequality must have increased dramatically after the onset of economic globalization.

I was thus quite surprised, and incredibly skeptical, when I read research beginning in the late 1990s/early 2000s that suggested globalization might **reduce** global inequality. According to my worldview, this simply could not be. The debate continued for some time, and seemed to become hopelessly mired in rather mundane questions regarding how to measure national income, whether or not to weight countries by population size, whether or not to include China in the calculation of global income inequality, etc. It wasn’t until I learned enough about the empirical and mathematical issues involved in the measurement of global income inequality that I finally accepted the reality—at worst, globalization has slowed the increase in global income inequality that began shortly after the industrial revolution.

In fact, for reasons I won’t go into here, the most obvious substantive conclusion one can draw from studies of globalization and income inequality is that we need more globalization, not less. That is, those poor countries that seem to have made the most progress in the last 40 years or so, also came to participate extensively in the global economy. Most of the worst performing countries have been left out of globalization. This is not to say that globalization doesn’t have a “dark side,” as it surely does. In addition to the millions of people residing in poor countries who have been left out of globalization, there are also millions of low-skill poor people in rich countries who have seen their employment prospects and earning power decline precipitously because of globalization. Still, this reality is much more complicated than the globalization-is-bad-so-kill-it mentality I brought to graduate school.

So how does this anecdote illustrate that science and conscience should be on the same side? Here’s why: the direction of the relationship between globalization and global income inequality has implications for one’s politics, if we can assume that one cares about poverty alleviation and income distribution. If globalization is exacerbating inequality, then I should work to halt or even reverse globalization. If globalization is reducing inequality, then I should work to increase globalization (so that it reduces inequality more). Prior to graduate school, I had thus expended a not-so-small degree of political/creative/emotional energy that, if successful, would have INCREASED GLOBAL INEQUALITY, precisely the opposite of my intent. Instead, the politic consistent with my new understanding is that we need to identify ways to (1) make globalization work better than it is for globalizing poor countries, (2) integrate poor countries who have been left out of globalization and (3) develop ways to protect the poor people in rich countries that are displaced by globalization, and “re-tool” them for employment opportunities less subject to global economic competition.

So why should science and conscience be on the same side? In short, one must correctly perceive the world as it is before they can hope to make it better. At best, ideologically driven advocacy—that is, advocacy based on misperceptions about how the world actually works—is a worthless expenditure of energy. At worst, it makes the world worse. Similarly, ideologically driven research motivates advocates to engage in political/social action that is either pointless or will make the world worse than it already is. When engaging in sociological research, I therefore try to be as scientific as possible. When engaging in advocacy, I try to get the facts right before I attempt to change them. Anything else seems less than rational.

Footnotes

1. Some may question this assertion, but they shouldn't—there's been an incredibly degree of convergence in the substantive implications of findings (i.e. that global inequality is going up or down over time) from studies that vary by (a) ways of measuring income, (b) ways of measuring inequality, (c) the trend with and without China and (d) even in the trend when you do and do not weight by population. The debates center now on by how much global income inequality has gone down (Clark 2011) or for how long it will continue to go down (Hung and Kucinskas 2011).

2. And please do not confuse "most globalized" with "largest ratio of trade/gdp" or some other such metric. The cases are obvious—first Japan, then South Korea, Taiwan, Singapore and Hong Kong, then China and now India (though India's globalization is markedly different than the others) have experienced miraculous growth through various forms of export oriented industrialization. More specifically, these countries grew by a combination of state-guided development of national champions that came to dominate global markets in heaving industries, and by inserting local firms into globalized production networks. In some cases the latter came before the former. In other cases they happened simultaneously. These processes vary much by industry. And, India's pretty different from the others in that they've globalized in services much more than manufacturing.

References

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Baby Boomers Had Better Embrace Change

<http://www.brookings.edu/research/opinions/2012/06/08-baby-boomers-frey#>

Dr. William H. Frey

Long associated in the popular mind with social and political change, the baby boomers are about to confront the biggest change in the American fabric in their lifetimes: our country's new demographics. And they're not ready.

Recent census numbers show that white babies are, for the first time, a minority of all births, putting an exclamation point on a trend that has been building for decades. A glance around schoolyards and community centers shows that children are becoming more racially and ethnically diverse than ever.

It is this diverse youth population that the largely white baby boomers will rely upon in their retirement years to keep paying into Social Security and Medicare.

Yet a Pew Research Center survey published in November showed only 23 percent of baby boomers regard the country's growing population of immigrants as a change for the better. Forty-three percent saw it as a change for the worse. Almost half of white boomers said the growing number of newcomers from other countries represented a threat to traditional U.S. customs and values.

Older whites in general tend to be less favorable to more government programs, except Social Security, a significant change from their views in the late 1980s. Nowadays, younger minorities hold the views that boomers used to have, supporting government programs they see as important for their upward mobility

New Directions in Sociology

What's emerging is a cultural gap between the largest generation and the youngest.

That divide is created by the size and cultural dominance of the 78-million-member baby-boom generation. A generation that once expressed distrust for anyone older than 30 is now itself isolated from a younger, far more diverse America.

Boomers were born to parents whose upward mobility was aided by sweeping public programs such as the GI Bill. They benefitted from a wide array of programs supporting higher education and became a highly educated generation. Still, this generation — which will swell the ranks of senior citizens in the coming years — seems to be having trouble letting go, showing more than a little antipathy toward today's diverse, younger Americans.

Why is this happening? Part of the reason is that boomers grew up in an era when immigration was at its nadir. From 1946 to 1964, the share of immigrants was at the lowest level in the 20th century, and most of the immigrants were white Europeans. So boomers had minimal involvement with people other countries. Today, immigrants are 13 percent of our population, and they are far more diverse.

That created an isolation that persists. Among Americans older than 50, 76 percent are white, and the black population, at 10 percent, is the largest minority. Among those younger than 30, 55 percent are whites. Hispanics, Asians and other nonblack minorities account for 31 percent of that age group. Younger people are much more likely to be first- and second-generation Americans of non-European ancestry and able to speak English and other languages.

Yet, no matter the disconnect, the youngest and the oldest generations are inextricably linked.

The 2010 Census told us we would have faced an absolute decade-long decline in our under-18 population, had it not been for the gain of 5.5 million Hispanic and Asian youths. Between now and 2030, there will be an absolute decline of 10 million (mostly baby-boom) whites from the ranks of our working-age population.

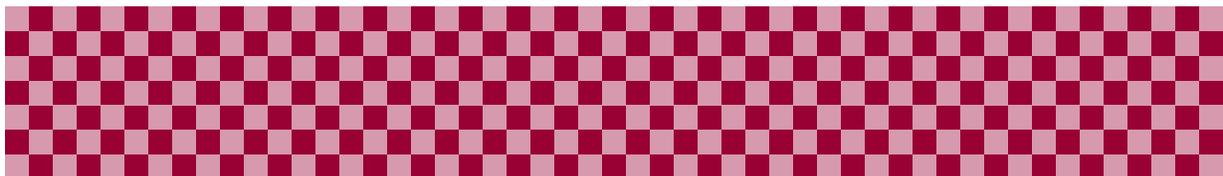
Those ranks can be replenished only by the growing minority youth population. Much of this growth will occur because of births, regardless of immigration trends.

The contributions these people make will depend heavily on the opportunities they receive, particularly through education. Barriers are especially challenging for many minority children with talent and high aspirations, who continue to attend segregated, underfunded school systems. Currently, high school dropout rates for Hispanics are more than twice as high as those of non-Hispanic whites. More than a third of Hispanic and black children live in poverty.

Advancement of our young people into middle-class jobs at all skill levels is essential to future economic growth. That growth is, in turn, essential to our country's ability to provide opportunities and social supports. Absent these investments, we are looking at a society whose members will be fighting over pieces of a shrinking pie.

Because of their numbers and clout, the voices of baby boomers will be heard. Let's hope they, in turn, hear the message that their future, as well as the nation's, is tied to the well-being of today's diverse, striving younger Americans.

Source: State of Metropolitan America, Number 53, 8 June 2012
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Mireya Cano

4th year transfer student from UC Santa Cruz, Sociology major

Interracial Marriages as Ways to Decrease Prejudice

Prejudice and deliberate discrimination continue to exist in the 21st century. For instance, Arizona's anti-illegal immigration measure SB 1070, states that any law enforcement officer has the legal authority to stop individuals they suspect to be illegal immigrants. This is also known as legalized racial profiling. There are many negative stereotypes attributed to minorities, for example: Asians are the model minority (reinforcing the false notion that they are superior to other minorities, though inferior to whites); Latinos are drug smugglers, and African Americans are hyperaggressive and hypersexual. These ill sentiments attached to minority group members are impediments to their obtainment of social, human, and economic capital. They may also have other unintended consequences, including threats to quality of life and persistent health disparities.

However, there is hope. One way to diminish prejudice is through interracial marriage. Interracial marriage can serve as a barometer that measures levels of prejudice and discrimination in our society as it illustrates the degree of social distance (Borgardus 1933). There is likely a negative correlation between interracial marriages and prejudice (Tsunokai, Kposowa, & Adams 2009). Although interracial couples began to marry even before Virginia's Racial Integrity Act of 1924, an anti-miscegenation statute that prohibited marriage between white and colored people, the 1967 Loving vs. Virginia case that deemed unlawful to prohibit interracial marriages, showed a gradual increase in marriages, an indication that levels of negative and hostile sentiments toward people of color were decreasing (Lombardo 1988).

Although prejudiced feelings are absent in an interracial marriage, the same cannot be said for extended family members. They are the first to either oppose or accept the union. Although the family may initially disapprove of the marriage, it is very likely for them to become fond of and genuinely accept the life companion their daughter or son has chosen despite the difference in race, a process that diminishes prejudice against members of a different race. This situation creates a domino effect where after one family member accepts the new daughter or son-in-law, other family members and friends view the interracial marriage as nothing out of the ordinary except two people that are deeply in love. Again, the gradual acceptance of different race marriages may lead to lower prejudice feelings not only among the couple, but extended family members.

These negative feelings towards people of color stem mainly from the belief that White is the dominant race and color. Furthermore, anyone outside of this white superiority ideology is considered inferior and thus, prejudicial feelings emerge. White hegemony creates race stratification with White being the epitome of a superior (master) race. Unsurprisingly, the idea of whiteness is still held as dominant and prevailing.

Negative attitudes can also be derived from culture and tradition. Although I am a Mexican American, daughter of immigrants from Guadalajara and Colima, Mexico, we are not traditional at all. I believe it is due to my parents assimilating to American norms and values rather quickly and also their embracement of diversity. Although they did not drop their native tongue, they adopted American values such as individualism and self-sufficiency. They came to the United States, worked very hard and accumulated social, human, and economic capital that allowed them to provide their children with valued resources unattainable to many. Their liberal ideology allowed them to view everyone the same regardless of their skin color and consequently instilled in us the unimportance of race, especially in relationships and marriage.

There is a noticeable difference however, with many Mexicans and Mexican Americans that I know that remain very traditional in their culture. I have had numerous encounters with many who claim to be accepting of their children marrying whomever they want, **except** African Americans. In my observations, many of the Mexicans and Mexican Americans that share this mentality have not assimilated into American society. They neither accept, nor embrace diversity. Although in public interactions with other races they may exhibit the usual pretences and niceties, privately they demand that their family continue adhering to their tradition of marrying someone of the same (Hispanic/Latino) race.

I use these examples to demonstrate another discriminatory social phenomenon that we have: skin color stratification that also reinforces racial prejudice. This obnoxious and ridiculous phenomenon illustrates a color line where the lighter the complexion, the more superior individuals are considered and the darker the complexion, individuals are considered inferior. Throughout American history non-white persons, especially African Americans have been looked down upon because of their skin color. They have been deemed dirty, unworthy, and unattractive. Unfortunately, because of these repugnant stereotypes that people believe and accept, unfettered and unabashed prejudice continues to be observed and experienced on a daily basis.

Unpacking these negative beliefs can allow for the acceptance of people of different races. In addition, it can potentially blur the racial barriers dominant in America's race relations. Race and skin color should not determine anything in society especially whom one should befriend, date, or marry. In marriage, skin tone should not matter. As a wife, I can attest to the fact that all you see in your husband or wife is your life long partner and best friend; everything else seems miniscule. You marry someone not solely based on their physical but mainly based on their internal traits, their personality, intellect, kindness and many more. Love is very powerful and can overcome any obstacle. No one will deny it when they see two people in love despite their racial differences. True love, regardless of the color of one's partner ultimately leads to a less hostile and a more harmonious society. So let us embrace interracial relationships and marriage!

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Rosa Gonzalez

Rosa is a 3rd year Sociology Major at the University of California, Riverside. Her interests are environmental racism, crime, and social movements. Rosa also works as a high school tutor with Music Changing Lives, performs research with UCR Professor Robert Nash Parker on Geographic Information Systems, mapping crimes in Ontario, and she is a member of the Undergraduate Sociological Association at UCR. She enjoys activism and exploring nature.

Op-Ed: **UCR Students vs. Rec Fee**

The undergraduate and graduate populace at UCR will be facing a huge new student fee this year. Beginning Fall Quarter 2014, a new Student Rec Center (SRC) fee of \$149/quarter will be imposed on all UCR students, both undergraduate and graduate. This fee will be charged for the improvements being made to the SRC since 2010 and is separate from the existing fee of \$59/quarter. According to the 2010 SRC Expansion Referendum, which is the measure that was passed and began expansion of the existing SRC facility, the new fee will remain intact for thirty years to cover the \$52 million internal loan taken out for expansion.

There are serious issues with this fee. The biggest issue concerns the amount of students who actually use the rec center often. UCR is a "commuter campus" with about seventy percent of students commuting to school, and commuters usually do not have time to be very involved on campus. These students who do not have time to use the facility will be forced to pay more for a nonacademic service they do not use.

There are also students who do not use the rec center regardless of whether or not they commute who will be forced to pay the new fee. A total of \$208/quarter for SRC membership is simply too high for students who can instead choose membership to an outside gym such as LA Fitness and pay less than what UCR is charging. A simple solution to manage this would be to manipulate the SRC card swipe system so that students who have not paid their quarterly SRC fees are denied access to the SRC. Currently, UCR students are not able to opt-out of SRC fees.

One quarter of the total amount of money collected for the fee will be set off for major maintenance or "unexpected" problems of the SRC. I fail to see why it is students who should have the responsibility to pay for these "unexpected" financial problems. The Recreational Facilities Governing Board must work better in maintaining the rec center budget instead of relying on student fees to cover costs.

A Facebook page was created in October 2013 titled "UCR Students vs Rec Fee." With 271 "Likes," the page serves both as an outlet for student voices to be heard regarding the new fee and as a way to keep students updated on plans to petition the fee. Also, an official *change.org* petition "Stop the New Student Rec Center Expansion Fee at UC Riverside" was created but so far has only gathered 63 signatures. Even so, there is a new referendum planned to appear in the upcoming 2014 ASUCR elections. This referendum will aim for the removal of the new SRC fee. There will be much effort needed by students to fight for control of how their money is being used at UCR, and this new referendum will be a large step towards student empowerment. It will also be a step away from UC privatization which grows stronger through new student fees.

The Value of Giving

Dr. Scott Savage

Generosity has received renewed interest from social scientists of late. Some of these researchers are interested in the conditions that motivate giving (e.g., Kohli & Kunemund 2003). Others are more concerned with its consequences (e.g., Dew & Wilcox 2013). Whatever the focus, studies of generosity necessarily involve exchange. As a social exchange theorist, this excites me.

The social exchange perspective assumes that by viewing human interaction as a series of resource exchanges we can better understand social life. Importantly, not all interactions (i.e., exchanges) are the same. Exchange theorists distinguish between four different forms of exchange: generalized exchange, productive exchange, reciprocal exchange, and negotiated exchange. Generalized exchange involves indirect reciprocation where actors give to others knowing full-well that those others will not be able to give back to them directly. Productive exchange occurs when two or more actors work together to produce a joint good that would not exist otherwise. Reciprocal and negotiated exchanges are direct forms of exchange in that they involve two actors exchanging directly with one another. What differentiates them is that while negotiated exchange involves two actors bargaining over the terms of agreement before making an exchange, reciprocal exchange involves an actor independently providing a benefit to another without knowing whether the other will reciprocate in kind.

Of the four different forms of exchange, only reciprocal and generalized exchange can be thought of as instances of gift giving. As such, the value of these two forms of exchange extends well beyond the actual value of the benefits received. Both forms of exchange are also loaded with symbolic value insofar as the decision to independently give to another conveys respect and regard for both the recipient of the gift and the relationship (Molm, Collett, & Schaefer 2007; Molm, Schaefer, & Collett 2007). Moreover, because these two forms of exchange are inherently risky—one may never receive anything in return for giving, engaging in either sets the stage necessary for trust to develop (Molm, Schaefer, & Collett 2009). Perhaps it is not surprising then that extant social psychological research convincingly demonstrates that both reciprocal and generalized exchange produce more trust, affective regard, and social solidarity than negotiated exchange (e.g., Molm, Schaefer, & Collett 2007; Molm, Schaefer, & Collett 2009; Molm, Collett, & Schaefer 2007).

The benefit of generosity, then, lies not solely in the value of the gift but in the bonds that develop as a result of the act of giving. Interestingly, not all interactions need to take on this form for the benefits of generosity to be realized. A recent study by Molm, Whitham, & Melamed (2012) shows that simply infusing reciprocity into a setting characterized by negotiated exchange significantly boosts the integrative bonds that develop between actors.

For me, the lessons of this research are clear: generosity is a necessary ingredient for healthy communities and thus, efforts should be taken to cultivate reciprocal and generalized exchange. Encouraging reciprocal and generalized exchange, however, hinges on overcoming one of the very things that make it so valuable: risk. Thus, identifying mechanisms for compelling individuals to engage in such acts of generosity becomes particularly difficult when past encounters make individuals wary of others and fearful of exploitation. Nevertheless, I believe this is a problem worth solving and hope that some of you will make it your mission to find new and innovative answers for this social dilemma. Even if you don't choose to make this your life's work, I hope you reconsider the value of generosity in your everyday lives and on occasion, take it upon yourselves to give.

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ALUMNI NEWS

Glenn T. Tsunokai, (PhD, 2003) has been promoted to the rank of Full Professor, Department of Sociology, Western Washington University, effective as of Fall 2014.

Davison Bideshi (PhD, 2004) has been promoted to the rank of Associate Professor, Department of Sociology, Western Illinois University, effective as of Fall 2014.

A.L. Sinikka Dixon (formerly Woudenberg), Ph.D. (1982) has fond memories of the Sociology Department at UC-Riverside. In a recent letter (March 2014) to *Veritas Vincit*, she wrote:

"At Sociology Department UCR I met Margie who was the secretary of graduate affairs. She was most helpful and a wonderful representative of the department. She put a human face on a new venture in my life, the graduate school. I chose to pursue a Ph.D. degree. I first thought I could continue working full time and studying full time as I had done as an undergraduate, but I soon realized it was not an option. I applied to a special scholarship at UCR which tied me over until I was eligible for TA and RA positions. I enjoyed both opportunities. The Sociology Department provided a warm support system, both academically and administratively. Professors Maurice Jackson and Edgar W. Butler will always be remembered as mentors in my area specialties of Social Inequalities and Urban Sociology. Edna Bonacich, Jonathan Turner, and other professors taught me valuable lessons for which I am in debt to UCR, my Alma Mater. I received my MA in Sociology in 1978 and Ph.D. in Sociology in 1982. I taught Sociology in California for some years before moving to Canada. I then moved to Canadian University College where I taught for nineteen years and was Chair of Behavioural Science Department from 1998 to 2001. When I retired in 2008, I was awarded the Academic Rank of Professor Emerita of Sociology in recognition of distinguished academic service. During my academic career I was an active member of American Sociological Association, Canadian Sociology and Anthropology Association, International Association of Gerontology and International Sociological Association, with papers and scholarly presentations, publications and co-edited publications. Now retired with my husband Michael to Prince Edward Island, Canada, I have written **the Fabric of Your Life: the five cycles of change**, a book which is an invitation to self-discovery. The necessity for humans to be part of the age-family-education-work-leisure life cycles is part of who we are as human beings. In this book I share sociological insights gained from a lifetime quest for understanding why we do what we do to each other."

The Department welcomes and invites our many alumni to send us their news and other stories, including any transitions. We are interested in hearing from you, and knowing what has happened since graduation from UCR. Please send information to Dr. Alexandra Maryanski (Alumni Affairs) using the following email address: Alexandra.maryanski@ucr.edu

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