

VERITAS VINCIT

30 October 2015

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Message from the Chair

Dr. Raymond Russell

At the end of the 2014-2015 academic year, UCR's Department of Sociology said farewell to University Professor Jonathan Turner who retired after more than forty years at UCR. A tribute to his contributions to the department and to the field of sociology appears elsewhere in this issue.

In Fall 2015, we welcomed several new faces to the Sociology faculty at UCR. Professor Bruce Link joins us from Columbia University, where he held a joint appointment as Professor of Public Health Epidemiology and Sociomedical Sciences in the departments of Psychiatry and Sociology. Since receiving his PhD from Columbia University in 1980, Link has won numerous awards from such professional bodies as the American Public Health Association, the Society for the Study of Social Problems, and the American Sociological Association's sections on Medical Sociology and on Mental Health.

Also joining us in Fall 2015 are three Visiting Assistant Professors. Sakin Erin received his PhD from the University of Kentucky in 2015. His interests include social network analysis, statistics, Islam in America, globalization and religion, and world systems. Matthew Grindal is already well known to us, as he received his PhD from UCR in 2014. His interests include ethnic identity, ethnic-racial socialization, theories of criminal offending, race and crime, juvenile delinquency, substance use, identity theory, and social identity theory. Melissa Quintela earned her PhD from Indiana University in 2010. Her interests include social psychology, race/ethnicity, social movements, research methods, immigration, education, mental health, children & youth, and the life course.

Among our students, our Undergraduate Sociologists' Association has recently become very active. USA President Hugh Tieu now attends faculty meetings as a representative of our undergraduates. Julisa McCoy, in the meantime, continues to represent the Sociology Graduate Students' Association at meetings of the Sociology faculty, and the SGSA also sends representatives to most departmental committees. In June, two graduate students in Sociology shared the department's Graduate Student Paper Award for 2014-2015. Ian Breckenridge-Jackson was honored for a paper on "Tourism, Volunteerism, and Activism in a Disaster Volunteer Metaspace: Dedication and Insensitivity in Post-Katrina New Orleans Recovery Work." Ryan Trettevik received the award for her paper on "Identities, Goals, and Emotions."

REMINDERS

- Visiting Scholars
- Publications
- Giving to Sociology
- Editorial Board
- Deadline for Issue 2 is 1 April, 2016



VERITAS VINCIT

We have also received many pieces of news from and about our alumni over the past few months. 1990 Sociology BA Angela Gonzales earned a PhD in Sociology from Harvard University in 2002, and has spent most of the time since then as an Assistant Professor and then an Associate Professor in the Department of Developmental Sociology at Cornell University. 1995 Sociology/Administrative Studies graduate Mai Thi Nguyen earned a PhD in Urban Planning at UC Irvine, and now works as an Associate Professor of City & Regional Planning at the University of North Carolina at Chapel Hill. She now lives with her husband, two children (Layla and Moxy) and dog Luna in Chapel Hill, North Carolina, and has the pleasure of biking to work every day. 2009 UCR PhD Seth Abrutyn now teaches at the University of Memphis. At the 2015 Annual Meeting of the American Sociological Association, Seth pulled off the unprecedented feat of receiving outstanding publication awards from four different sections of the ASA: the sections on Mental Health, Medical Sociology, the Emotions, and Children and Youth. We are happy to congratulate Seth and these other outstanding UCR alumni on their many achievements.

In closing, I would like to thank the many alumni and friends of UCR's Department of Sociology who keep sending us wonderful stories like these, and also for the gifts that many have sent to us. We use such donations to help undergraduate and graduate students to attend and make presentations at conferences, and to defray costs associated with their research. The students, faculty, and staff of UCR's Department of Sociology are grateful to our many alumni and friends whose gifts help make such support possible.



The Graduate Affairs Committee Welcomes Prospective Graduates at the Barn, UCR, Spring 2015

Undergraduate News

Dr. Ellen Reese, Professor

Sociology Undergraduate Adviser

Sociology Student Organizations:

The **Sociology Honors Club** is open to any Sociology, Sociology/Administrative Studies, or Sociology/Law and Society major with a cumulative GPA of 3.5 or above. For more information regarding this club and its activities, you can contact the club's Co-Presidents, Nicole Martin (nmart023@ucr.edu) or Margarita Garcia-Torres (mgar088@ucr.edu).

The **Undergraduate Sociological Association (USA)** is open to any Sociology, Sociology/Administrative Studies, or Sociology/Law and Society major or minor as well as any undergraduate interested in sociology. For more information regarding this association and its activities, please contact USA's President, Huu Tieu (htieu002@ucr.edu).

Upcoming Events (Co-sponsored by the Sociology Honors Club & Undergraduate Sociological Association):

Sociology "Meet and Greet" on Friday, 10/16/15 in HUB 268. This event is intended to introduce new incoming and transfer students to other sociology majors, share strategies for student success, as well as to introduce Sociology majors with the leadership of the Sociology Honors Club and the Undergraduate Sociological Association.

Workshop on Applying to Professional and Graduate Schools on Tuesday, 11/17/15 at 11:30am-12:30 pm in INTS 1111. This presentation and discussion is intended to provide an overview of how to apply for professional and graduate schools and to make oneself competitive for such schools.

New Career Resources for Sociology Undergraduates Now Available. The Sociology Undergraduate Community ilearn.ucr.edu website now provides the following career information and resources under the "Resources" link:

Video: Panel Discussion on Applying to Professional and Graduate Schools

Career Development: The Informational Interview

Sociology Career Workshop (PowerPoint presentation)

Workshop on Applying to Professional and Graduate Schools (PowerPoint presentation)

Career Resources and Job Search Databases

Careers in Sociology: What Can You Do With a Sociology Degree?

Examples of Personal Statements for Graduate and Professional Programs

Many thanks to the Undergraduate Education and Research office at UCR for providing funding for this project and to Edwin Elias, our Sociology Capstone Seminar Development Coordinator for help with this project.

The careers.ucr.edu website provides undergraduate students with additional information about careers, internship and job opportunities, and how to access the many career-related workshops, career advice, and other resources that are provided by UCR's Career Center.

New Advising Staff: This past summer, the Departments of Sociology and Anthropology hired a new undergraduate academic advisor, Dawn Strough, to work alongside with our two current undergraduate academic advisors, Holly Easley and Kimberly Etzweiler. Dawn Strough received her B.A. in Interdisciplinary Studies at UC-Berkeley and received additional training in Counseling Techniques for Educators. She has extensive advising experience; she has worked as an undergraduate student adviser at UC-Berkeley since 1999. She also worked as an Educational Policy analyst for UC –Berkeley for the past two years. All three of our student advisers currently serve about 1,000 Sociology, Sociology/Administrative Studies, and Sociology/Law & Society majors along with about 500 Anthropology majors.

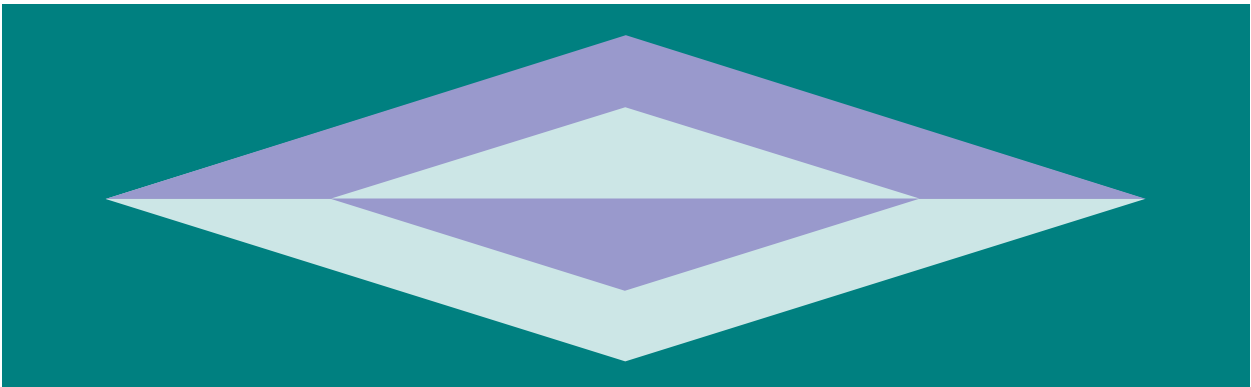
New Sociology Capstone Seminars Offered: Under our current Department Chair, the Sociology Department is committed to enriching the educational experience of our undergraduate majors through small, capstone seminars. Towards this end, the Sociology Department is offering a total of four sociology capstone seminars this year (with a maximum enrollment of 15 students each). These include Dr. Oselin's Sociology 187 seminar focusing on "Women & Crime" & Dr. Estrada-Correa's Sociology 187 seminar focusing on the school-to-prison pipeline (the growing & racialized trend of public schools referring students to the juvenile justice system) in Winter 2015. In Spring 2015, Dr. Mirande will offer Sociology 145: Law & Subordination seminar in Spring 2015. In addition, Dr. Pyke is offering a two-unit course, Sociology 152: Qualitative Research Seminar with a Focus on Occupations this Fall 2015. Each course allows upper-division sociology students to interact closely with faculty within a small seminar that builds upon prior sociology coursework.

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 (available from Student Advisers) with consent of a ladder-ranked faculty (those listed as Assistant, Associate, or Full Professors on the Sociology Department website). This internship is especially good for students interested in pursuing graduate school in Sociology or a related discipline.

Sociology 198-I: Individual Internship is a course through which you can obtain professional experience by volunteering for an organization, including non-profit organizations, government agencies, businesses, service centers, or labor unions.

Organizations can be located near Riverside, students' place of residence, or in the Washington DC area (for students in the UCDC program). 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. This opportunity is especially good for students seeking to pursue a professional or business degree or career after college.

For more information about the Sociology 198-I course, how to find potential site supervisors, and how to enroll in this course, please see: http://sociology.ucr.edu/undergraduate_program/Sociolgy198-I.html



Welcome UCR's New Graduate Students in Sociology 2015

Patrick Braciszewski earned a BA in Sociology from Drexel University (PA). He is interested in the relationship between morality and economic thinking among low- and middle-income wage earners. He intends to specialize in Social Psychology and Organization & Institutions.

Melanie Kushida completed a BA in Sociology at California State University, Dominguez Hills, where she earned a prize for excellence in undergraduate research. As a dancer, she has an interest in the social meaning of movement. She intends to specialize in Social Psychology and Gender, with particular interests in social psychology, cultural differences, and movement.

Allison Monterrosa is completing an MA in Sociology at the University of Colorado, Colorado Springs, where she also earned a BA. Allison is interested in the intersections of race, class, and gender, as well as violence against women, and intends to study the experiences of Black women survivors of domestic violence as part of her graduate work.

Teresa Neal completed her BA in history at the University of Oregon and an MA in History at San Diego State University. She is currently a PhD candidate in History at UC Irvine. She is conducting research on a pre-modern world-system centered on the Indian Ocean, and will be specializing in PEGSC at UCR.

Evelyn Pruneda completed her BA in Politics at Occidental College and a Master's in Public Administration at California State University, Fresno. She has extensive professional experience with organizations seeking to enhance educational opportunities for youth from low-income communities. Evelyn is interested in Gender, Race and Class, and PEGSC, and intends to conduct research on local resistance to political and economic exclusion in California's Central Valley.

Drew Reese completed his undergraduate degree in business administration at UCR, and intends to focus his graduate study on workplaces. He is particularly interested in organizational justice within the workplace and its effects on worker satisfaction.

Zeinab Shuker received a BA and MA in Sociology from the University of Memphis where she completed a Master's thesis looking at the impact of the oil economy on civil society and democratic development in Iraq. Zeinab's interests in contemporary Iraq and in women in war zones reflect her background as an Iraqi-American. She plans to specialize in PEGSC and possibly Gender.

Min Yoo completed her BA in Sociology at Occidental College, where she wrote an Honors thesis exploring how Asian-American youth who participate in rave culture negotiate the model minority myth. Her future research plans center on Asian American families and processes of acculturation. She intends to specialize in Race and Class.

NEW DIRECTIONS IN SOCIOLOGY

Population Aging and the Measurement of Dependency: The Case of Germany

Dr. David A. Swanson, Professor
David.swanson@ucr.edu

Many industrialized countries have concerns about aging (and declining) populations and the level of future financial and other support required of the working-age population for the elderly (Birg, 2000; Jackson and Howe, 2003; Razin and Sadka, 2005). However, there are those who argue that these concerns are blown out of proportion (Mullan, 2000; Townson, 2001a, 2001b). Townson (2001b: 5) points out that the elderly are not the only "dependent" group in society that is not working - the under-20s are also dependents- and observes that the burden of caring for a larger elderly population could be largely offset by reduced spending on the young because of their declining numbers. This also has been pointed out by Gee (2002).

This paper examines the arguments by Mullan and Townson using Germany as a case study. That is, to what extent, if any, will the increased burden of caring for the elderly on the part of the working-age population be offset by the decreased burden of caring for the young in Germany? Germany is selected for this case study because concerns in Germany about the viability of the welfare state in the fact of population aging are probably the most acute (see, e.g., *The Economist*, 2002). In answering this question, the response will be at a general level and the data used – although real - will largely be used to illustrate the salient general points.¹

The data are in the form of a set of population projections for Germany taken from Birg (2000). The projections represent the "middle variant" of a set of projections commissioned by the German Insurance Association (Birg, 2000: 5-9).² Table 1 provides the middle variant projections to 2080 by selected age groups of interest and year. Under this scenario, the total population of Germany is expected to decline by 35.5 percent, from 82.1 million to 53.1 million; at the same time, the number of elderly will increase by 21.2 percent.

Table 1. Population (in millions) of Germany by Age Group and Year, 1998 to 2080

AGE GROUP	1998	2030	2050	2080	% Change 1998-2080
Under 20 years	17.7	12.0	9.7	7.8	-55.9%
20-59 years	46.5	36.2	30.5	23.5	-49.5%
60 years and over	17.9	29.4	27.8	21.7	21.2%
Total Population	82.1	77.5	68.0	53.1	-35.3

Source: Birg, H. 2000. *Demographic Aging and Population Decline in 21st Century Germany – Consequences for the Systems of Social Insurance*. New York, NY: Expert Group Meeting on Policy Responses to Population Aging and Population Decline. Population Division, Department of Economic and Social Affairs. United Nations

The methods are simple in that dependency ratios are calculated for the young and the elderly over the projection horizon, along with the total dependency ratio.³ I use the population aged 60 years and over as those comprising the “elderly dependents” because, as Birg (2000: 5-13) notes, the retirement age in Germany is currently around 60 in practical terms, rather than the official age of 65 years. In a similar vein, I use the population under 20 as those comprising the “young dependents” – some of whom may not be dependents in a parental household, but are receiving more government benefits than they pay in taxes – students, for example.

Table 2 provides the elderly, youth, and total dependency ratios to 2080. The ratios are each expressed per 100 persons of working-age. For example, the Youth Dependency Ratio of 31.8 for 2050 means that for every 100 persons of working age, there will be 31.8 persons under the age of 20.

As suspected, the Youth Dependency Ratio shows an overall decline between 1998 and 2080 while the Elderly Dependency Ratio shows an increase. However, the Total Dependency Ratio also shows a substantial increase over the same horizon. Thus, under this projection scenario, the increased burden of caring for the elderly on the part of the working-age population will **not** be offset by a decreased burden of caring for the young. This can be seen by the relatively modest decline in the Youth Dependency Ratio between 1998 and 2080, which is more than compensated for by the large increase in the Elderly Dependency Ratio between 1998 and 2080.

The initial increase in the Total Dependency ratio is substantial. From 1998 to 2030 it increases by 49.3 percent. The rate of increase then slows to 7.5 percent between 2030 and 2050 and 2.0 percent from 2050 to 2080.

Table 2. Dependency Ratios for Germany by Year, 1998-2080

	1998	2030	2050	2080	% Change 1998-2080
Youth	38.1	33.1	31.8	33.2	-12.9%
Elderly	38.5	81.2	91.1	92.3	139.7%
Total	76.6	114.4	123.0	125.5	63.8%

*The Dependency Ratios are calculated as: Youth = (population <20/population 20-59)*100

Elderly = (population 60+/population 20-59)*100

Total = [((population <20)+(population 60+))/(population 20-59)]*100

Source: Data for computations in Table 2 can be found in Table 1.

The Total Dependency Ratio figures shown in Table 2 do not bode well for the working-age population in Germany if anything resembling the projection scenario underlying them comes to pass. An increase of 63.8 percent in the Total Dependency ratio is a tremendous increase, and particularly notable given the high starting point – a Total Dependency Ratio of 76.6. Compare this change with that expected to occur in the United States. Over approximately the same period (2000 to 2080), the United States will experience only a 35.9 percent increase in the Total Dependency Ratio.⁴

Given that something resembling the projection scenario used here does come to pass in Germany, there appears to be a very different situation in regard to the total burden faced by the working-age population in Germany in comparison to the United States, on the one hand, or to Canada, on the other; the latter being a country that Townson (2001b: 6) regards as being unduly alarmed by dependency burden fears.

Population Aging and the Measurement of Dependence: The Case of Germany

While, as both Townson (2001a, 2001b) and Mullan (2000) argue, there are economic and other factors that will likely offset the rather grim picture shown by demographic changes alone, the demographic picture suggests that they will have to be substantial in the case of Germany. This further suggests that acute concern about aging evidenced to-date in Germany is warranted. As inquiries continue to be made into the ability of Germany to support its elderly population, I suggest that the both the Youth Dependency Ratio and the Total Dependency Ratio be used in conjunction with any Elderly Dependency Ratio derived from population projections used to guide policy decisions in Germany regarding aging and immigration, and the reform of pensions, health care, and social support. In making this suggestion, I fully realize that these ratios do not adequately address the financial burden of a rising dependency ratio, which requires an examination of economic and financial factors together with these three dependency ratios and other demographic information (Foot 1989; Razin and Sadka, 2005).

Endnotes

1. At this "general" level no attempt is made to account for a number of points that would be important in a refined analysis. For example, many elderly and youth also are or will be working and, as such, relieving some of the burden of those of working age. Similarly, not all those of working age are or will be working and, as such, will not be shouldering the same burden as those who are.
2. Birg (2000: 5-9 to 5-10) provides a brief description of the assumptions underlying the middle variant. Details on assumptions, data, and results, are available in Birg and Börsch-Supan (1999).
3. Although simple, these dependency ratios are widely used, even in sophisticated quantitative analyses (Razin and Sadka, 2005).
4. The data for the United States are taken from the U. S. Census Bureau (2000) and represent the "middle series" of projections, as shown below in tables 3 and 4.

Table 3. Population (in millions) of the United States by Age Group, 2000 and 2080

AGE GROUP	2000	2080	% Change 1998-2080
Under 20 years	58.67	97.38	66.0%
20-59 years	151.34	235.56	55.7%
60 years and over	65.29	164.89	152.6%
Total Population	275.30	497.83	80.8%

Source: U.S. Census Bureau (2000)

Table 4. Dependency Ratios for the United States, 2000 and 2080

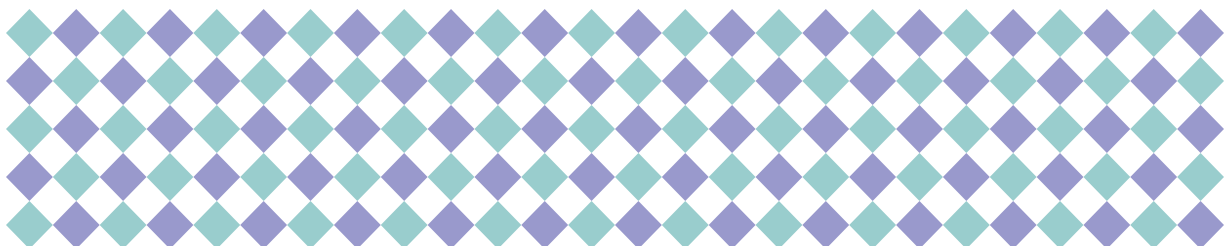
	2000	2080	% Change 1998-2080
Youth	38.8	41.3	6.4%
Elderly	43.1	70.0	62.4%
Total	81.9	111.3	35.9%

Source: U.S. Census Bureau (2000)

Population Aging and the Measurement of Dependence: The Case of Germany

References

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Jon Turner's Footprint

By C. Chase-Dunn

Jonathan Turner has retired from the UCR Sociology Department after a long and extremely productive career as a theoretical sociologist. He arrived at UCR in 1969 after receiving a BA in sociology from U.C. Santa Barbara in 1965 and a PhD in Sociology from Cornell University in 1968. Turner has led by example in the struggle to maintain and develop sociology as a science. He is most famous for his insightful coverage of classical and contemporary sociological theorizing as represented in his widely used textbooks. His *Structure of Sociological Theory* has been translated and published in Polish, Chinese, Korean, Russian, Spanish and Arabic.

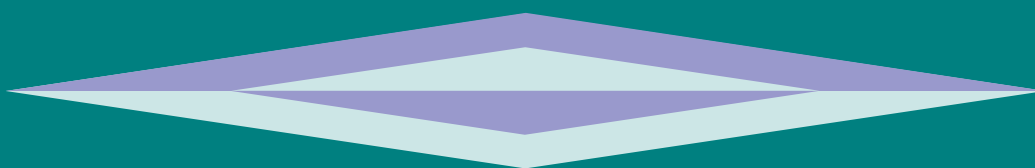


Turner's own theorizing has also had a huge impact. He is not afraid to ask the big and important questions. Turner has long been a proponent and developer of the effort to link macro-sociology with social psychology and explanations of interpersonal behavior as well as with the study of organizations. And his thought has evolved to incorporate new insights from social science and from other disciplines.

With Alexandra Maryanski, Turner has helped sociologists appreciate and utilize developments in other disciplines such as primatology, biology and neuroscience. Turner's focus on both biological and sociocultural evolution has developed new ground for our understanding of how selection pressures work to produce social change and how this itself has changed with the emergence and development of human cultures and institutions. Turner has championed a 21st century appreciation of the works of Herbert Spencer, an effort that challenges many of the sacred cows of both sociology and the non-social sciences. Spencer's work was an important precursor of what could turn out to be the double-helix of physical, biological and sociocultural complexity. Turner has also mounted a spirited and well-grounded attack on evolutionary psychology from a sociological standpoint.

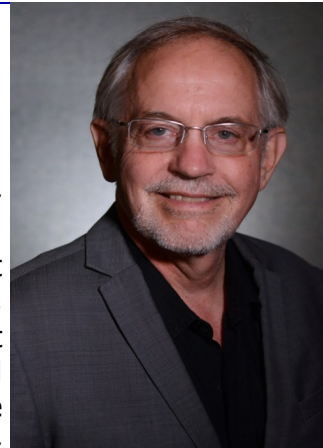
Turner's work has been recognized both internationally and at home. He is one of only two sociologists to ever be appointed to the prestigious position of University Professor in the University of California system. He has been appointed to visiting professorships and fellowships in England, the Netherlands, Germany, Austria, Denmark and the Peoples' Republic of China. He edited *Sociological Theory* and was elected president of the Pacific Sociological Association. Though Turner has retired, he continues to produce path-breaking works in sociological theory. His vita is available at <http://www.sociology.ucr.edu/people/faculty/turner/TurnerCV.pdf>

¹His recently published summation of macrosociological propositions (*Principles of Sociology: Macrodynamics*) contains an insightful chapter on systems of intersocietal interaction (world-systems).



New Faculty Profile: Bruce Link, PhD

By Sarah Bannister



This fall, we welcome a new distinguished professor of Sociology and Public Policy. Dr. Bruce Link received his Bachelor's degree in Sociology from Earlham College, and both his Ph.D. in Sociology and M.S. in Biostatistics from Columbia University. He has been teaching at Columbia since 1981 as a professor of Public Health, Epidemiology, and Sociomedical Sciences. Dr. Link has a forthcoming article about racism as a fundamental cause of health inequalities in the Annual Review of Sociology 2015. His work has also appeared twice in the same issue of American Sociological Review in 2013, one article entitled "Can Honorific Awards Give us Clues About the Connection Between Socioeconomic Status and Mortality" and the other "The Genomic Revolution and Beliefs About Essential Racial Differences: A Backdoor to Eugenics?" I had the opportunity to chat with Dr. Link and learn more about his background and future direction here at UCR. I hope you will join me in learning more about Dr. Link and welcoming him to our department.

SB: What brought you to UCR?

BL: I know people out here [in Riverside] my brother is out here, he teaches language and literature, Chinese language especially. That got me connected and then I met people here, and the school of public policy was very attractive, it had a lot of good people in it. And then for family reasons, my wife has always wanted to come back to Southern California - she's from out here. Once I came out for a visit, I had a great visit, and I liked everybody, it was new and exciting to me. All of those things conspired and here I am.

SB: What research projects will you be pursuing in the next five years?

BL: I have two big data collections that I just finished before I came [to Riverside], so I have data from those to work on. One of them is people who were attained in utero, because their mom was pregnant, and now they have turned 50. They were followed through ages 15 to 17, and now we went back and interviewed them in their home, weighed them and drew blood, checked their blood pressure. So we have life course data, and then a lot of stuff we examined in the current data collection. The main goal of that study is to try to understand how inequalities in health emerge over the life-course, starting early in life and when you're 50. When do they [health inequalities] show, at what stage, and what makes them happen? The inequalities are by race, by socioeconomic status; those are the main ones I am focusing on. The sample has black and white participants, and a range of SES. So that data set is kind of an amazing data set. We can answer some questions that we couldn't answer before, because we have data like that.

The other study is sort of a public mental health study, but it has many sociological dimensions to it. It's a study that was conducted in fourteen schools in Arlington, Texas. It was an intervention study, whereby as researchers we teamed up with these action oriented individuals who are trying to intervene in schools in about sixth grade, to help kids think about mental health problems differently. For it to not be pejoratively, or in a stigmatizing way, and maybe not as likely to bully a kid who's odd because he has mental health problems. We did the interventions in the schools and then we were evaluating whether it had any impact, by following the kids for two years. It's multi-ethnic, so what is the ethnic composition of the school,

and what are the consequences on kid's mental health, how they're treated and what their attitudes are about mental health. It also includes all the parents; parents were interviewed about their attitudes you can see intergenerational transmission of attitudes about mental illness. The intervention was on 750 kids and then we randomly selected 400 to follow up with at the two-year mark. Those are the two big things I brought with me.

And then here, one of the things I'm doing is working with a colleague who is an expert in water policy. He's an economist who studies water allocations and water policy, because we have this big drought, it affects everyone but some people are affected more than others. Where do the spigots get turned on and turned off? There's a whole labyrinth of rules and regulations where some people are getting water and some aren't, so we want to look at what the health consequences and variations are over time and geography. How are these policies enacted, who is affected, and who is affected most when a big shock like this drought comes along. This is another way in which health inequalities are produced. We are applying for a grant from the Robert Johnson Foundation; if they are interested we'll do the research.

SB: What classes are you interested in teaching or creating here at UCR?

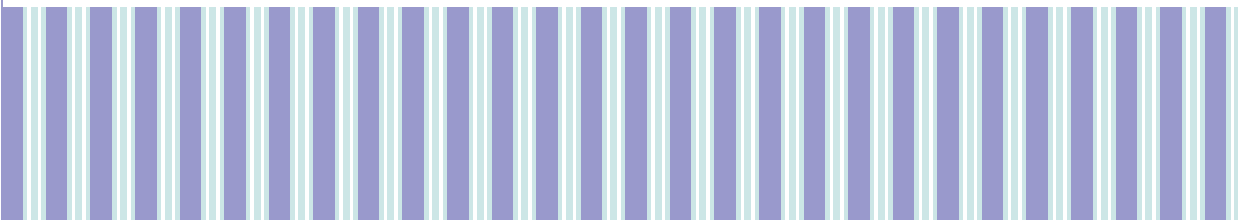
BL: This year I'm going to teach an undergraduate course on stigma and discrimination, which I'm looking forward to. In the future I'd like to do a course in the health area around social determinates of health in medical sociology. Within public policy I'm going to try some interdisciplinary work on health, and attract sociologists to that, because it's a very important perspective.

SB: How do you see yourself within both sociology and public policy?

BL: I came out of a school of public health which is always action oriented. Sociologists are often that way, but being in both, close to the sociologists who are trying to figure things out... the link is health policy, even other policies like water policies. So being embedded in public policy is a way to output that, and be around those who really know the policies. That's what I'm looking forward to.

SB: If you could give any advice to young sociologists, what would it be?

BL: I think the most important thing is to hook onto something you really care about, and really matters to you in some way. If you're not doing something you care about it's really hard to keep working hard. Sometimes people only look at what's hot right now, or what's being funded right now, only pull that in somewhat. Pick something bigger, rather than smaller, chop off a bigger issue. Sometimes I think people are tempted to pick something smaller and safer to do. So pick something you care about, that's also a sizeable issue that needs to be addressed. Also really try to address the issue, you toss ideas out and they get batted down, and you toss more out and they get batted down, but you keep pushing on it, that's one way you can learn. I also say find somebody you can trust and talk to about your ideas to test them out.



EDITORIAL

Guns and the Constitution: What Ever Happened to Public Welfare?

Augustine J. Kposowa

Amendment II of the US Constitution states that "A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed." Perhaps no part of the document generates more passion than this amendment. Supporters of guns conveniently ignore the word 'militia' and the historical context of the Constitution, and act as if it contains some absolute doctrine, never to be changed regardless of public welfare and historical circumstances. Propponents of reform appear timid. They often use lame language such as 'responsible gun owners', 'safe storage' or 'gun control.' Why not be transformational, call for a constitutional amendment on guns, and open a real debate this century? After all, the document has been amended several times in history. Why settle for mediocre changes that have little or no bearing on the grave threats to public welfare that guns pose? Do these weapons of death not constitute clear and present menace to national security, no matter how defined?

Those who advocate for their right to bear arms even to the grave as in the high firearm suicide rates ignore historical realities, including the fact that the Constitution was never intended by the framers to be immutable. Rather, it was to be a living document, subject to amendments to adjust to changing times. Not leaving room for change would have continued grave forms of injustice that many Americans alive today would have been ashamed to confront. For example, some of the framers were slave owners, and even wrote in Article I, Section 9, Clause 1 that "The migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person." The apparently sacred document was to allow slavery to continue, and the Federal government was to make profit from the trade. Some apologists might say that the framers were victims of their times in writing some of the more inglorious parts of the Constitution, but might the same argument not be mustered for changing the Second Amendment? Addressing Congress in 1806, Thomas Jefferson asked legislators to remove the United States from those violations of human rights that had long been visited upon the "unoffending inhabitants of Africa." Just when did he realize that the US had been engaged in human rights violations of Africans?

In Article IV, Section 2, Clause 3, we read that "No Person held to service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labor may be due." In other words, if a slave ran away he should be captured and returned to his master. George Washington likely used the above as the legal basis for signing the Fugitive Slave Act in February 1793, with grave consequences for people of African descent, including violent and racial bias policing that has caused so much havoc to so many through the ages.

When some, especially in the Anti Saloon League and the Christian Women's Temperance Movement perceived alcohol consumption as a problem in the early 1900s, they called for a constitutional amendment, which passed the Congress as Amendment XVIII, becoming effective as of 17 January 1920. The question is that if the Constitution could be amended because some groups felt so strongly about the social consequences of alcohol, could an amendment not be initiated for something far more deadly (guns), and whose very purpose for manufacture is to kill human beings? Mass shootings are often blamed on the mentally ill, but this is a facile and all too convenient excuse for inaction as the US does not yet have a monopoly on insanity. It is time to be bold and open a national debate about a constitutional amendment on guns. A debate of such magnitude would be healthy for democracy.

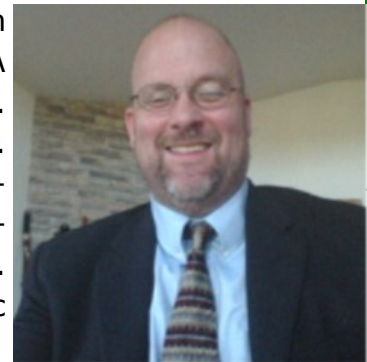
Visiting Scholars, 2015-2016

Dr. Şakin Erin is a 2015 PhD from the University of Kentucky. While still a graduate student, he published a book on the role of the Ottoman Empire in the emergence of the European world system, and gained six years of experience as a member of the Adjunct Faculty at Bluegrass Community and Technical College. His academic and research interests include social network analysis, statistics, Islam in America, globalization and religion, and world systems. In Fall 2015 Dr. Erin is teaching Soc 3 Theoretical Perspectives and Soc 5 Statistical Analysis.



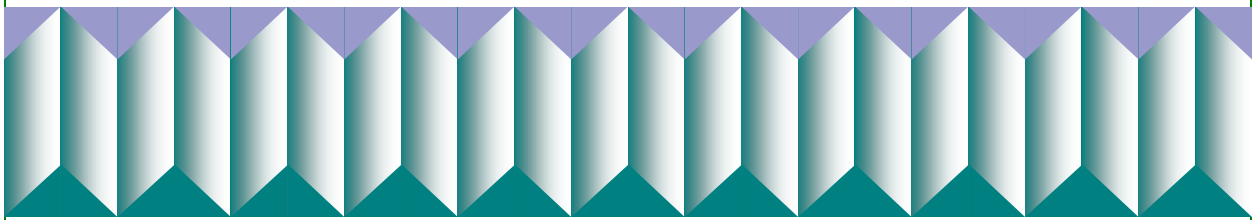
Dr. Şakin Erin

Dr. Matthew Grindal received his PhD in Sociology from UCR in 2014. While still a graduate student, Dr. Grindal won both our TA of the Year award, and our Best Graduate Student Paper award. Since graduation, he has taught at UCR and at CSU Long Beach. His research interests include ethnic identity, ethnic-racial socialization, theories of criminal offending, race and crime, juvenile delinquency, substance use, identity theory, and social identity theory. In Fall 2015 Dr. Grindal is teaching Soc 2 Social Problems and Soc 144 Family Violence.



Dr. Matthew Grindal

Dr. Melissa Quintela earned her PhD from Indiana University in 2010. While a graduate student, she held a National Institute of Mental Health Minority Fellowship awarded by the American Sociological Association, and later received a Latino Studies Dissertation Year Award. Since receiving her PhD, she has taught at Drew University, Leslie University, and Southwestern University. Her interests include social psychology, race/ethnicity, social movements, research methods, immigration, education, mental health, children & youth, and the life course. This Fall Dr. Quintela is teaching Soc 1 Introduction and Soc 31 Couples & Families.





Dr. **Dmytro Khutkyy** is a public sociologist, practicing academic, applied, and evaluation research. His major fields of expertise include macro and global social change, civic activism, and futures studies. Dmytro Khutkyy shares the gained findings with academic and general public through lectures, interviews, and articles in Ukraine, Russia, Germany, Australia and the USA.

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STUDENTS' FORUM

The Summers of Refugee Crises

Karin A. C. Johnson



We may remember that in the summer of 2014, protesters in Murietta, California chanted, "Go back home!" and forced buses of South and Central Americans arriving to the U.S. to turn around. In the year since then, news outlets reported stories of Asia Pacific boat people being turned away by Australia, and more recently of Middle Easterners and Africans traveling on buses, boats, trains, cars, and trucks seeking asylum in European Union countries being turned away—or worse—found dead as a result of the arduous journey. What is the difference from then to now? Civil society's awareness of these phenomena and that this is a crisis of migrants and refugees.



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This summer, the debate over the language of these mobility crises has seemingly been resolved and is reported as a "refugee crisis." Last summer there was a bubbling sentiment that the buses of people coming to the U.S. (many of whom were women, children, or young families) were not *migrants* but were *refugees*. When visiting my mother last summer in my hometown of El Paso, Texas, we drove 1.5 miles from the house to the Paisano highway that divided the U.S. and Mexico border so she could show me the newly constructed border fence. She expressed how El Pasoans hated it and 'it wasn't even a nice color!' (black). She continued to talk about the buses of people. "How can children be criminals?" she asked. Her question captured the importance of the use of language surrounding the arrival of the Central and South Americans, the Asian Pacific islanders, the Africans, the Middle Easterners, and many others seeking asylum. As *migrants* these people would be seen as criminals because their arrival would be deemed irregular and therefore subject to legal action such as questioning, detainment or imprisonment and likely deportation. They would have no rights. However, as *refugees*,

under the Universal Declaration of Human Rights, Article 14, "Everyone has the right to seek and to enjoy in other countries asylum from persecution." As a refugee, a person has the right to humane treatment, resettlement, and protection from forced return (*nonrefoulement*).

If these people are refugees, who then is responsible for hosting them? While the Central and South Americans who arrived to the U.S. in 2014 did not receive treatment as refugees, as the crisis in Europe has developed this summer, civil society has demanded that the new arrivals are treated as refugees. Yet the extent to which they have been able to exercise their rights has not been as straightforward. There have been mixed responses by governments and citizens to welcoming refugees. While there have been negative responses to the arrivals, the positive response has been greater. Volunteers work shifts at train stations, passing out donated train tickets to families in need. Citizens offer to drive refugees across the border so they won't have to walk. Citizens have offered their homes when refugee camps were not available. This public awareness and demand for governmental action has resulted in a dialog around how the world should open their doors to refugees and migrants.

The conversation on migration is divided on the impact of refugees and migrants coming to nation. On one hand, European politicians, like England's Prime Minister David Cameron,¹ have been criticized for declaring there is a mass arrival, or "swarms" of people, arriving to "take over." Others, like France's former president Nicolas Sarkozy,² are praised for blaming social ills on foreign-born people and the absence of migration policy that distinguishes economic migrants, political refugees, and refugees of war. So too have North American and Gulf nation governments tried to shirk the responsibility of hosting refugees. On the other hand, supporters welcome refugees and migrants because it is beneficial to a country's economy.³ For example, ten thousand Icelanders offered their homes to refugees; Austrians and Germans shuttled refugees across the border away from Hungary. These ongoing crises will have a lasting effect on how migrants and refugees are treated in the future.

It is unprecedented that citizens of prosperous countries are calling on their governments to respond to a global humanitarian crisis. States must respond to demands and act within the bounds of international agreements and human rights. International law dictates that refugees have a right to seek asylum and states are obliged to provide it under the principle of "first county of asylum," meaning that while anyone can claim asylum anywhere, the first safe country in which persons arrive is required to provide services. However, states may lawfully remove refugees to a third country on grounds that they should have claimed asylum there, or to the first country where the person had reasonable opportunity to claim asylum. As we saw this past summer, refugees have not been welcomed in the first safe country nor could one country⁴ take on the entirety of the refugee flow. This has compelled asylum seekers to undertake secondary movement to seek acceptance and protection elsewhere and has pressured geographically indirect "safe third countries" to consider asylum requests. This dangerous and insecure second step is a common occurrence in the European Refugee Crisis. Refugees in Hungary were trying to get to Austria or Germany before Tuesday, 15 September 2015 when new measures went into effect which required migrants to have documentation before being admitting into a host country.⁴ There may be additional long term policy outcomes that come out of the past summer crises.

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¹<http://www.theguardian.com/uk-news/2015/jul/30/david-cameron-migrant-swarm-language-condemned>.

²<http://www.france24.com/fr/20150910-crise-migrants-nicolas-sarkozy-risque-desintegration-societe-syrie-refugies-quotas?>

³http://foreignpolicy.com/2015/09/08/we-should-all-be-competing-to-take-in-refugees-europe-syria/?utm_content=buffer24c54&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer

⁴ <http://www.npr.org/2015/09/12/439727376/in-hungary-migrants-wait-to-travel-west>

The GSS and Identity Theory

Phoenicia Fares

The General Social Survey (GSS) collects national cross-sectional, longitudinal, and panel data. The GSS attempts to measure social changes within the United States, by collecting data on demographics as well as information regarding individuals' work-life, home-life, attitudes, and now, identities. In 2014, an Identity Module, proposed by Dr. Jan E. Stets, was implemented into the distribution of the GSS. The panel represents a national sample of individuals across the United States. The use of identity variables with this panel can help shed light on identity processes, as well as information on individuals' racial/ethnic, gender, and parenthood identities.

The study of identity is rooted in both sociology and psychology. Within Sociology, identity theory (particularly role identity) emerged out of Seldon Stryker's work ([1980] 2002). More recently, Identity Theory continues to be expounded by Burke and Stets (2009). For psychology, identity theory (as social identity) developed out of the work of Tajfel (1981) and Turner (Turner, Hogg, Oakes, Reicher, and Wetherell 1987). For both disciplines, Identity Theory is used in a wide number of subfields. In sociology, identity theory is used in subfields such as the sociology of emotions (Stets and Asencio 2008), the sociology of mental health (Thoits 1999), social movements (Stryker, Owens, and White 2000; Taylor 2010), family sociology (Cast 2004; Simon 1992), and race and ethnicity (Rockquemore and Brunnsma 2002). In psychology, the theory has influenced such areas as health and well-being (Jetten, Haslam, and Haslam 2012), immigration (Deaux 2006), and political participation (Azzi, Chrysochoou, Klandermans, and Simon 2011).

Despite the broad relevance of identity, there is a shortage of national data on social, role, and person identities and their relationship to psychological, sociological, political, and economic outcomes. Typically, the GSS gathers data on people's attitudes, and not identities or behaviors. Attitudes do not explicitly reference the self, which may help explain why they are not strongly related to behavior (Burke 1991). Identities, in contrast, serve as important motivators for behavior. Therefore, the addition of behavior and identity questions into the GSS helps to create a more complex representation of the United States.

The Identity Module added to the GSS a panel set of questions regarding individual identity processes. Specifically, the module includes variables to measure prominence (importance), salience (how behavior is guided by identity), and verification (do others see you as you see yourself). Psychologists would also be interested in utilizing the module which also includes variables to measure public regard (is your ID respected by others?) and private regard (are you proud of your ID?). Researchers, who are interested in the intersection of race and gender, as well as the role of parenthood, would benefit from the data collected within the GSS. Further, researchers who are interested in the effects of non-verification, low public/private regard, and/or the general identity process, should look towards the GSS as a source of national data.

Additionally, the inclusion of the identity module operates around three core identities: the parent identity, racial and ethnic identity, and gender identity. Not only are these identities central to human interaction and personality and identity formation, but they also represent the intersection of identities and social structure. Individuals do not operate within one identity or role, but instead are situated within the social structure while mitigating multiple identities. These identities measured within the GSS can help unravel some of the interactional effects between race, sex, and parenthood.

Researchers, who are interested in the intersection of race and gender, as well as the role of parenthood, would benefit from the data collected within the GSS. Further, researchers who are interested in the effects of non-verification, low public/private regard, and/or the general identity process, should look towards the GSS as a source of national data.

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Some UCR PhDs from different Schools at the Meeting of the Pacific Sociological Association, Portland, 2014

Reflections on Undergraduate Research Experience at UCR

By Katy Wang

Katy Wang is a fourth year Statistics major who is interested in statistical implementation and public health interventions-- more specifically, on issues relating to minority health disparities. She would like to pursue a PhD in Biostatistics to work toward achieving health equity by focusing on the intersections of social, structural, and racial determinants. Katy would like to thank Dr. Augustine J. Kposowa for his mentorship and continual support as well as UCR Undergraduate Education for providing financial support through the Undergraduate Mini-Grant.



UCR offers an abundance of research opportunities for undergraduates and allows the academic freedom for students to choose to conduct research outside of their major department. With my quantitative background in theoretical and computational statistics, I soon realized that these skills are applicable in any field, so I extensively began searching for opportunities throughout CNAS, BCOE, and CHASS. I was looking for an opportunity to enhance my knowledge of the application of statistics that also offered a unique hands-on experience that a course or textbook is unable to provide; I wanted to examine more than numbers and apply my skills to a research problem through numbers and write SAS (Statistical Analysis System) programs/conduct data analysis to use those numbers to solve problems or identify an underlying cause of a given problem. After looking through research interests of numerous professors, I ultimately chose to work in the Department of Sociology with Dr. Kposowa because I felt that my research interests most aligned with his.

I began working with Dr. Kposowa in Winter 2014 and was first introduced to an ongoing project of his that aimed to build on previous work by examining the impact of firearm storage practices and the strictness of firearm regulation on suicide rates at the state level. Throughout the quarter, I immersed myself into the topic of the impact of firearms in relation to suicide rates, read numerous papers, and continued to build my knowledge of SAS. My primary role of this project was the literature review, data cleaning and writing SAS codes. Coming from a Statistics Department, I had not done anything about reviewing literature before, so at first it was really tough going. I asked Dr. Kposowa about how to do it. He explained to me the process, and suggested that I read a couple of his own publications to see what he had done before we discussed it. He disapproved my initial effort as not good at all, and then explained in a step by step manner what to do. Progress was better afterwards.

The following quarter, I was selected to participate in the UCDC program. Throughout my time interning with the National Center for Health Research (NCHR), I learned how a nonprofit can shape health policies, regulations, and laws that have an impact on the public's health by attending Hill briefings, scientific advisory committee meetings at the FDA, and coalition meetings. The most valuable skill that I learned was how to synthesize and present health research in a meaningful way to a range of audiences, from the public to opinion-leaders and lawmakers.

Despite being 2,636 miles from home and interning full-time with NCHR, I was still able to continue researching under Dr. Kposowa and apply the new skills that I had been learning from my internship to great use. When I returned from the program, we were able to complete a paper entitled "Impact of Firearm Availability, Gun Regulation, and Veteran Status on State Suicide Rates." The manuscript was submitted for review, and I am glad to report that the reviewers were very enthusiastic about the paper, with one describing it as the best research that he had ever seen on firearms and suicide in the United States. We have been given 90 days to revise and resubmit the paper.

For the 2015-2016 school year, thanks to the guidance of Dr. Kposowa and financial support from the Undergraduate Mini-Grant, I am investigating factors that promote diabetes at the structural level. Numerous studies have been done on diabetes, but most of them have been conducted at the individual level for clinical purposes and heavily focused on individual risk factors. My project utilizes county and state characteristics as I examine whether higher levels of social disadvantage, community collective efficacy, and minority concentration elevate prevalence and mortality from diabetes. Relatedly, the study seeks to determine whether the impact of social variables remain even after controlling for the effects of primary care resources.

I am currently working on cleaning up the data, identifying appropriate variables for the analyses, writing the SAS program, and working on the literature review. Dr. Kposowa has also encouraged me to submit earlier versions of the paper for upcoming conferences in Sociology and Statistics. My research experience has been very challenging in applying statistical theories and techniques to real life experiences as health demographers and sociologists do, but in the process I am learning a lot.



Selected Recent Publications

Articles and Books

Phelan, Jo C., & **Bruce G. Link**. (2015) Is Racism a Fundamental Cause of Inequalities in Health? *Annual Review of Sociology*, 41, 311–30

Link, Bruce G., & Jo Phelan (2014). Stigma power *Social Science & Medicine* 103, 24-32

Geller, Amanda, Jeffrey Fagan, Tom Tyler, & **Bruce G. Link**. (2014) Aggressive policing and the mental health of young urban men. *American Journal of public health* 104(12), 2321-2327.

Yang, Lawrence Hsin, Graham Thornicroft, Ruben Alvarado, Eduardo Vega, & **Bruce George Link**. Recent advances in cross-cultural measurement in psychiatric epidemiology: utilizing 'what matters most' to identify culture-specific aspects of stigma. *International journal of epidemiology* 43(2), 494-510.

Angermeyer, Matthias C., Herbert Matschinger, **Bruce G. Link**, & Georg Schomerus (2014). Public attitudes regarding individual and structural discrimination: Two sides of the same coin? *Social Science & Medicine*, 103, 60-66

Rubin, Marcie S., Sean Clouston, and **Bruce G. Link** (2014) A fundamental cause approach to the study of disparities in lung cancer and pancreatic cancer mortality in the United States. *Social Science & Medicine* 100, 54-61

DeVylder, Jordan E., Ellen P. Lukens, **Bruce G. Link**, & Jeffrey A. Lieberman (2015). Suicidal ideation and suicide attempts among adults with psychotic experiences: data from the Collaborative Psychiatric Epidemiology Surveys. *JAMA psychiatry* 72(3), 219-225.

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Grindal, M., & **Nieri, T.** (2015). The relationship between ethnic-racial socialization and adolescent substance use: An examination of social learning as a causal mechanism. *Journal of Ethnicity in Substance Abuse*. 37 pages. doi: 10.1080/15332640.2014.993785

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Swanson, D.A. (2015). On the Relationship among Values of the Same Summary Measure of Error when it is used across Multiple Characteristics at the Same Point in Time: An Examination of MALPE and MAPE. *Review of Economics and Finance* (forthcoming)

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

Swanson, D.A. (2013). Consumer Demographics: Welcome to the Dark Side of Statistics. *Radical Statistics*, 108, 38-46.

Conference Presentations

Nieri, T. (2015). Having fun with it: Women's experience of Zumba fitness classes. American Sociological Association, Chicago, IL, August.

Nieri, T. (2015). Women's experience of Zumba: Not your ordinary exercise. Pacific Sociological Association, Long Beach, CA, April.

Nieri, T. (2014). Zumba: Old fitness in a new body? California Sociological Association, Riverside, CA, November.

Important Information for Our Readers

Items included above are those sent to the Editor by the given deadline, and they do NOT reflect the total productivity or research record of the Graduate Faculty. Although publications are requested, authors have the option to submit items or not. Articles, books, book chapters and conference presentations not appearing in the fall issue are published in spring of the following year.

The Washington State Census Board and Its Demographic Legacy

By

David A. Swanson

According to Springer Briefs in Population Studies (www.springer.com) the above book (published in 2015) tells the story of how a group of far-sighted, academic researchers came to the aid of an overwhelmed local government. It details the history of the Washington State Census Board, which began in 1943 as part of an emergency measure during a massive wartime in-migration. The narrative also shows the demographic legacy of the Board and, ultimately, provides an unforgettable look into the creation and evolution of applied demography.

Inside, readers discover how Washington State struggled to keep up with the unexpected needs for housing, transportation, schools, and public utilities for the hundreds of thousands of migrants who came to work in industries that practically developed overnight with the mobilization for World War II. The author recounts how Professor Calvin F. Schmid, who led the Washington State Census Board, and his team developed methods of population estimation that are still in use today.

In the process, the narrative reveals how population figures were gathered, compared, and projected at a time when the hand calculator was considered cutting-edge technology. The book also details how methods were refined and improved over time as well as how those involved developed new ways to obtain and, more importantly, utilize the information. With the aid of archived materials, personal interviews, and rich personal accounts, this book will inform and inspire practicing and academic demographers as well as planners, policy-makers, historians, and interested readers.

For further information on this forthcoming book, contact Ms Abirami Purushothaman at Springer Scientific Publishing Services at Abirami.P@springer.com (Email) or via phone at +91 (0) 44 42197750 (Ext: 6044)

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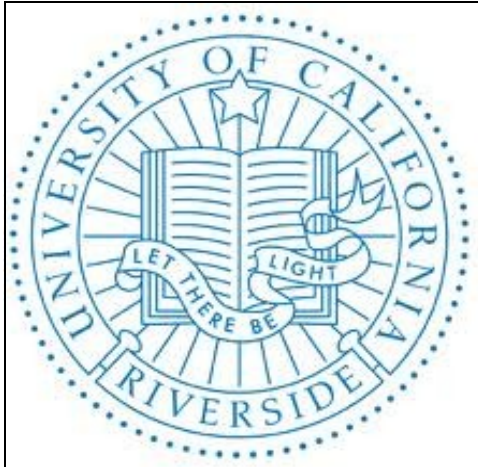
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