

VERITAS VINCIT

November 2, 2017

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Message from the Chairs

Augustine J. Kposowa and Jan E. Stets

As we begin another academic year, we express our sincere thanks and gratitude to all members of the Sociology Community that worked so hard to make last year a success in many ways. As we mentioned in our previous (spring) column, the Department replaced the 28 laboratory computers in the Statistics Lab, and new desks are coming in a few weeks. We also upgraded software for qualitative and quantitative analysis both in the Statistics Lab and the graduate student lounge, thereby allowing for a range of data analytic strategies for students. Our improvements to the department conference room are now fully operational. We moved away from an LCD projector display to a large television that now hangs on one wall and acts as a computer screen for document display and internet access.

This summer, the university upgraded all classrooms in Watkins Hall with a fresh coat of paint, new desks, carpeting, blinds, lighting, and new computer equipment for instruction. The graduate lounge also received another new coat of paint and new carpeting. Finally, we recently our new department website located at <http://sociology.ucr.edu/>. We thank faculty member Matthew Mahutga and graduate student Michaela Curran for their hard work in redesigning the department webpage. Its modern look and ease of navigation help showcase the exciting things going on in the department.

While the physical environment and the upgrades are crucial to making the work space conducive and attractive overall, this alone does not create a successful department in which there is a strong community and academic excellence. Individuals that reside within make all the difference. In this regard, the Department was successful in hiring five new faculty members last year, three of whom are already in residence.

VERITAS VINCIT

One more joins us in winter 2018, and the fifth takes up residence in 2019. We take this opportunity to welcome our new colleagues for the 2017-18 year: Dr. Richard Carpiano, Dr. San Juanita García, Dr. Victoria Reyes, and Dr. Chioun Lee. We are pleased to have them with us and for them to help us on our journey in making the department a first-rate environment for graduate and undergraduate education and research. They have brought unique research capabilities, and they also will add to our existing areas of strength in the department.

The Department will continue its pursuit of two new faculty this year. With the loss of so many fine scholars to retirement over the past several years, including the recent retirement of Professor Alexandra Maryanski this past year, we look forward to finding new scholars who can carry on the stellar scholarship of our predecessors. We wish Professor Maryanski good health and happiness in retirement. We know that while she will have more time to spend with Professor Turner on their boat in the Santa Barbara harbor, she also plans to continue to read and write sociology.

No department can build a research and teaching community without active participation of all members, and without the support of generous alumni. We continue to appeal to our alumni to contribute to the Department in all possible ways, for example, through dropping by when in the area and visiting the department to mingle with current students and faculty. Generous financial contributions also are welcomed.

We look forward to the new academic year. As always, we value the freedom of expression, the freedom to carry out different research agendas, the contributions of both basic and applied research, and the moral compass of individuals' beliefs and conscience. We celebrate our demographic diversity, and we welcome diversity in scholarship and intellectual pursuits among students and faculty. We seek creativity and originality, and we strive to help each member of the department bring out the best in themselves and in each other. For the coming year, we shall continue our efforts started last year to maintain and grow a department in a manner that is diverse, inclusive, and open to innovation and advancement. We walk with our faculty and students on this intellectual journey, and we will continue to support them as much as possible. Peace and joy to all of you in the coming year!



Message from the New Editors

San Juanita García and Bruce Link

Fostering an Intellectual Community of Support by Celebrating Each Other's Achievements

The start of this academic year (2017-2018) brings with it a renewed energy that is creating many positive changes in the Department of Sociology. Despite the political realities of the times, here at UCR the department's leadership, more senior faculty members, new faculty members, staff, and the graduate and undergraduate student population are fostering an intellectual community of support. We serve as editors of this newsletter in this context and use its pages to celebrate each other's achievements.

This issue brings some exciting news about current undergraduate programs, including internal and external research opportunities, as well as scholarship information. We also acknowledge our vibrant graduate program by welcoming the newest cohort, highlighting current graduate students' achievements, providing fellowship information and other useful resources. Next, we spotlight alumni (undergraduate and graduate) who graciously accepted our invitation to reflect on their times at UCR. They provide words of advice that will be helpful for current students. We highlight our alumni's achievements and hope to foster connections between current and former students. Next we have two provocative commentaries, one written by Augustine Kposowa and another from Viraji Weerasena, a current 4th year Sociology major. Subsequently, we have profiles of new faculty members (Richard Carpiano, Victoria Reyes, and San Juanita García). We are grateful to our graduate student interviewers, Elizabeth Bogumil, Alessandro Morosin, and Stalin Plascencia-Castillo. We look forward to our new colleague, Chioun Lee, who will soon be joining the department, and will be featured in the next issue. We end with an invitation to donate money so that current and future students might use any donated funds for research and travel to professional meetings.

We thank everyone that participated in the creation of this newsletter. We are especially grateful to Augustine Kposowa, the founder of this newsletter, and Matthew Mahutga, the previous editor, Tiara Caldwell, and Anna Wire for providing information requested (despite tight deadlines). We are also indebted to all our colleagues, students, and staff that helped shape this volume and issue by supplying requested items.

Get ready to continue celebrating with us in the spirit of unity! We sincerely hope you enjoy reading through this volume as much as we have enjoyed preparing it for you. We look forward to the next issue, which Bruce Link and Victoria Reyes will serve as co-editors. Thank you and we hope you find the information provided useful.

Sincerely,

San Juanita García and Bruce Link (Co-Editors)

UNDERGRADUATE NEWS

Meet and Greet

Dr. Sharon Oselin, the Undergraduate Advisor, organized a Meet and Greet on October 25th, providing an opportunity for members of the Undergraduate Sociological Association (USA) to meet members, Sociology faculty, and graduate students. Faculty briefly described their research interests and courses they teach. The new officers of the USA and Dr. Oselin discussed the Mentoring Program, ways to get involved with USA, and upcoming professional development events. Dr. Tanya Nieri also shared undergraduate research opportunities for students at UCR. Dr. Juanita García shared external undergraduate research programs students could get involved with if interested in pursuing graduate school. Graduate students Ronald Kwon and Elizabeth Hughes were also in attendance and shared their research interests with current undergraduate students. We thank everyone who participated!



Undergraduate Sociological Association Officers and Advisor

Left to right: (Mariela Madrid, Dr. Sharon Oselin, Maritza Salazar, Yadira Soto, Imad Jobah, not pictured - Edgar Murillo)

UNDERGRADUATE RESEARCH PROGRAMS

Upcoming Activities

Graduate/Professional School Workshop for Sociology Majors
Saturday, November 4, 9 am-12:30 pm, INTN 1020

The purpose of the workshop is to educate undergraduate Sociology majors (including Sociology, Sociology/Administrative Studies, and Sociology/Law & Society majors) about professional and graduate programs. This includes information on how to apply for them, and to build professional connections among our current Sociology undergraduates and recent alumni enrolled in local graduate and professional schools. Workshop panelists will include alumni and current graduate/professional students enrolled in the following types of programs at UCR and other universities in southern California: School of Social Work, Law School, and Sociology PhD programs. The workshop is being co-organized by Sociology faculty and the Undergraduate Sociological Association, and will include a free lunch for registered attendees.



UNDERGRADUATE RESEARCH PROGRAMS AND RESOURCES

UCR Undergraduate Sociological Association: student-run organization that informs prospective and current undergraduate Sociology majors about graduate school, research, and sociological perspectives through community service, guest speakers, debates, and seminars.

Sociology Honors Program and Sociology Peer Mentoring Program: contact the Sociology Department Undergraduate Advisor, Sharon Oselin, PhD, sharon.oselin@ucr.edu

Social Science Information System: SocioSite is designed to get access to information and resources which are relevant for sociologists and other social scientists. It has been designed from a global point of view – it gives access to the world wide scene of social sciences. <http://www.sociosite.net/>

Everydaysociologyblog.com: a site that features interesting, informative, and most of all entertaining commentary from sociologists around the United States.

The Society Pages: an online, multidisciplinary social science project that brings measured social science to broader visibility and influence: <http://thesocietypages.org/>

Sociological Images: sociology presented in pictures (also available on Facebook): <http://thesocietypages.org/socimages/>

21st Century Careers with an Undergraduate Degree in Sociology, Second Edition: A booklet designed to help undergraduates understand the skills that employers are seeking, and the ways a sociology major helps build those skills.

American Sociological Association Honors Program: Provides undergraduate sociology students an introduction to the professional life of the discipline by experiencing the ASA Annual Meetings first-hand.

Opportunities for Conducting Research:

Write a **senior thesis** through SOC 195 or SOC 199H! Contact Sociology Advisor Kimberly Etzweiler: kim.etzweiler@ucr.edu

Undergraduate research opportunities at UCR: <http://ssp.ucr.edu/portal/>

Undergraduate Research Journal – publish your research! <http://ssp.ucr.edu/journal/>

UCR Undergraduate Research Symposium – present your research! <http://ssp.ucr.edu/symposium>

UCR Undergraduate Research and Creative Activity Minigrants - http://ssp.ucr.edu/student_grant_opportunities/

UCR Chancellor's Research Fellowship - http://ssp.ucr.edu/chancellor_fellowship/

UCR Mentoring Summer Research Internship Program: <http://graduate.ucr.edu/msrip.html>

Summer Research Opportunities (not just for honors students!): <http://honors.ucr.edu/opportunities>

UCR Labor Studies Internships: <http://www.laborstudies.ucr.edu/internships/index.html>

UCR Sociology Department: Sociology Internships (SOC 198-I): contact the Sociology Undergraduate Advisor, Sharon Oselin, PhD, sharon.oselin@ucr.edu

Public Policy Summer Internships: <http://www.ppiaprogram.org/ppia/what-we-do/junior-summer-institutes/>

Resources at UCR for preparing undergrads for graduate school: http://graduate.ucr.edu/undergrad_prep.html

UCR Mellon Mays Undergraduate Fellowship Program: <https://mellonmays.ucr.edu/>

UNDERGRADUATE EXTERNAL OPPORTUNITIES

Summer Research Opportunities Program (SROP): A gateway to graduate education at Big Ten Academic Alliance universities. The program's goal is to increase the number of underrepresented students who pursue graduate study and research careers. <https://www.btaa.org/students/srop/introduction>

Research Experiences for Undergraduates (REU): The National Science Foundation funds a large number of research opportunities for undergraduate students through its REU Sites program. https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054

The Institute for the Recruitment of Teachers (IRT) Phillips Academy: This program addresses the lack of diversity in the nation's teaching faculties by recruiting outstanding students of color and other scholars committed to diversity, counseling them through the graduate school application process, and advocating for sufficient funding for advanced study. <https://www.andover.edu/about/outreach/irt>

Scholarship Opportunities and Programs



Gates Cambridge Scholar Scholarships are awarded to outstanding applicants from countries outside the UK to pursue a full-time postgraduate degree in any subject available at the University of Cambridge. Scholars are selected based on outstanding intellectual ability, leadership potential, a commitment to improving the lives of others, a good fit between the applicant's qualifications and aspirations, and the post-graduate programme at Cambridge for which they are applying.



Donald A. Strauss Foundation Scholars This scholarship funds \$10,000 to student led public service and education projects. Strauss Scholars tend to have an extensive record of community and public service.



CORO Fellows This fellowship trains ethical, diverse civic leaders nationwide. Coro fellows engage in government, business, labor and not-for-profit community organizations; and participate in special community and political problem solving processes.



Undergraduate Fulbright Scholars (Research and English Teaching Award) The Fulbright U.S. Student Program is a national award that provides grants for individually designed study/research projects or for English Teaching Assistant Programs in over 160 countries.

More information on scholarships: <http://ssp.ucr.edu/scholarships/>

WELCOMING THE NEW COHORT**The Sociology Department Welcomes the
New Graduate Cohort of 2017-2018**

Manjing Gao	(BL) Southeast University, People's Republic of China
Christian Guerra	(BA) California State University, Los Angeles
Armond S. Hardwick	(BA) California State University, Northridge
Luis Higinio	(BA) San Diego State University, (MA) CSU San Marcos
Ana Ojeda	(BA) CSU San Marcos
Ardcha Premruedeelert	(BS) Khon Kaen University, Thailand, (MA) Chulalongkorn University, Thailand
Bernabe Rodriguez	(BA / MA) California State University, Fullerton
Brian Sanchez	(BA) UCLA
Alexander Scott	(BA) Soka University of America

GRADUATE ACHIEVEMENTS

Honors, Grants, and Awards:

Jessica Moronez was selected as a Beyond the Bars LA Fellow, and joins other committed students selected to participate in a year long fellowship program designed to build competencies for the movement to end mass incarceration. Fellows will become members of the Justice Work Group, and support conference logistics through ongoing planning meetings and practical application of production skills.

Alessandro Morosin was awarded a Graduate Assistance in Areas of National Need (GAAN) fellowship to support his dissertation research which focuses on indigenous resistance to mining in Mexico.

Panu Suppatkul was awarded an International Scholarship Award by the Alpha Association of Phi Beta Kappa Alumni in Southern California.

Levin Welch was awarded a Graduate Assistance in Areas of National Need (GAANN) fellowship to support his thesis research, "How the Nimiipuu (Nez Percé) Negotiate Culture, Sovereignty, and the Political Economics of Global Capitalism" [Working Title].

The GAAN fellowship is part of a larger (\$4.4 million) grant from the US Department of Education to support Native American STEM students and students researching Native American issues.

Publications:

Admire, Amanda had her master thesis published in the *Journal of Interpersonal Violence*.

Kwon, Ronald, Brigitte Flores, and Haydee Yonamine. (In press). "Spatial Segregation and the Impact of Linguistic Multicultural Policies within the United States." *Journal of International Migration and Integration*.

Kwon, Ronald, Matthew Mahutga, and **Amanda Admire**. 2017. "Promoting Patriarchy or Dual Equality? Multiculturalism and the Immigrant Household Division of Labor." *Sociological Quarterly* 58(3): 373-404.

Kwon, Ronald and Augustine Kposowa. 2017. "Shifting Racial Hierarchies: An Analysis of Residential Segregation among Multi-racial and Mono-racial Groups in the United States." *Population Studies* 71(1):83-99.

Mahutga, Matthew, Anthony Roberts, and **Ronald Kwon**. 2017. "The Globalization of Production and Income Inequality in Rich Democracies." *Social Forces* 96(1): 181-214.

Presentations:

Jessica Moronez collaborated with other Beyond the Bar Fellows at UCLA and around SoCal to bring the topic of ending mass incarceration to the forefront by organizing a conference that featured keynote speakers, performances written and performed by formerly incarcerated women, artwork, a resource/ally fair, and panels, including a presentation by **Bobby Rivera** on over-policing in communities of color.

Transitions:

Min Yoo successfully defended her thesis, "Stress as a Motivation for Asian-heritage Young Adult's Rave Participation in Southern California," on Oct. 4, 2017.

Elizabeth Hughes was named Graduate Student Resource Center Co-Coordinator in the UCR Graduate Division for the 2017-2018 academic year.

iLearn Sociology Graduate Community site is managed by Professor Tanya Nieri, Graduate Advisor, and offers several resources on getting through graduate school, research and other funding, mentoring and being mentored, and information on the job search. Please make sure to check it out.

FELLOWSHIPS AND RESOURCES

Fellowships:

Ford Foundation funds Predoctoral, Dissertation, and Postdoctoral Fellowships. The Ford Foundation is committed to strengthening the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students. For more information: <http://sites.nationalacademies.org/PGA/FordFellowships/index.htm>

Ford Foundation Pre-Doctoral Fellowship Deadline: December 14, 2017 (5:00 PM EST)

Ford Foundation Dissertation and Postdoctoral Fellowship Deadline: December 7, 2017 (5:00 PM EST)

Supplementary Materials Due: January 9, 2018 (5:00 PM EST)

American Sociological Association Minority Fellowship Program supports the development and training of sociologists of color in any sub-area or specialty in the discipline. For more information: <http://www.asanet.org/career-center/grants-and-fellowships/minority-fellowship-program>

Deadline: January 31, 2018

Boren Fellowships an initiative of the National Security Education Program, provide unique funding opportunities for U.S. graduate students to study less commonly taught languages in world regions critical to U.S. interests, and underrepresented in study abroad, including Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East. The countries of Western Europe, Canada, Australia, and New Zealand are excluded. For more information: <https://www.borenawards.org/fellowships/boren-fellowship-basics>

Deadline: February 8, 2018 (5:00 PM EST)

Useful Resources:

UCR GradSuccess provides a variety of services to meet the needs of UCR's diverse graduate student population. Housed in Graduate Division, GradSuccess offers programs, workshops, seminars, and consultations by appointment and drop-in. GradSuccess supports graduate students at every stage of their study and is concerned with helping students become successful professionals. More information: <http://graduate.ucr.edu/success.html>

National Center for Faculty Development & Diversity is an independent professional development, training, and mentoring community for faculty members, postdocs, and graduate students. UCR is an institutional member so click "Become a Member" and then "Claim your institutional membership." More information: <https://www.facultydiversity.org/>

The Crunk Feminist Collective is a blog providing a space of support and camaraderie for hip hop generation feminists of color, queer and straight. Check out their Back-to-School Beatitudes: 10 Academic Survival Tips here: <http://www.crunkfeministcollective.com/2011/08/25/back-to-school-beatitudes-10-academic-survival-tips/>

The Professor is In provides useful information for thriving in graduate school, the job market, and offers one-on-one coaching. More information: <http://theprofessorisin.com/>

Alumni Spotlight
Sara Villalta
PhD Sociology Student
University of California, Irvine



I am a third-year doctoral student at UC Irvine, specializing in immigration and race/ethnicity. Throughout my brief time at UCI, I have been fortunate enough to work on several projects with renowned scholars. Under the supervision of Drs. David Snow and Rachel Goldberg, I've worked on the OC Cost of Homelessness Study—a study that has been highly publicized, is a first of its kind in the region and has given a voice to hundreds of disenfranchised homeless individuals. I've worked briefly on a book project with Dr. Jacob Avery, searching through newspaper articles about Native American reservation life and the atrocities Native Americans endure to this very day. More recently, I've been lucky enough to work on a study out of Princeton with Drs. Marta Tienda and Rachel Goldberg known as the mDiary Study, which is a project that looks at adolescent romantic relationships and the implications of said relationships by way of intricate survey design.

My academic career however did not begin at UCI but instead, and fortunately for me, at UC Riverside. When I began my studies as an undergraduate at UC Riverside I wavered often on which degree I wanted to complete. I spent some time as a declared Political Science major, switched to Spanish Literature and eventually was fortunate enough to stumble into a course in Sociology. I began to read about social structure, human interaction and systems of oppression and the more I was exposed to such remarkable ideas the more I fell in love with the study of society. I quickly noticed the utility of social science in understanding the world around us and became fascinated with the way in which my sociological imagination flourished. This change, however, did not occur seamlessly; it took many hours of serious study and critical thought. But most importantly, it took guidance and support from faculty and graduate students alike. At UCR, professors never hesitated in welcoming me into their office to work through a problem I couldn't resolve and they pushed me to think more theoretically, rather than anecdotally, about those problems.

One of the things that impressed me most about Sociology in particular was the wide breadth of topics tackled by classical and contemporary sociologists. From Durkheim's study on ancient aboriginal religion, with special focus on symbol and community life, to Charles Horton Cooley's work on the looking-glass self, which argued the way people perceive themselves is highly dependent on other people's appraisals (or at least what one thinks other's appraisals are). In more recent years, Doug Massey and Nancy Denton have

studied the accumulated disadvantage black Americans have faced by way of residential segregation—a heavily curated, institutionalized process with many players involved and most others arguably complicit—while Annette Lareau ethnographically studied black and white middle-class and working-class families ultimately finding that middle-class families were rearing their children in vastly different ways than their lower-class counterparts, and in doing so, were providing their children with cultural capital they could benefit from well into adulthood.

Which brings me back to UC Riverside. UC Riverside and the Sociology department was my great equalizer; it provided me with the cultural capital needed to become a scholar. It provided me with mentors (Dr. Matthew Mahutga, former graduate student Dr. Matthew Grindal and others) that believed in me when I didn't believe in myself. It provided me with information that validated so much of what I had been seeing throughout my life but could never fully articulate, let alone study. And lastly, it provided me with a space in which I was never treated as less-than, a safe space where my ideas and aspirations were cultivated.

I am the daughter of Latino immigrants. My father didn't have shoes to wear when he was growing up and neither my mother nor my father had much to eat as children. Yet I stand here today in a doctoral program, studying a field that enlivens me, with a bright future ahead of me and am overwhelmed with unwavering gratitude.

I thus urge you fellow Highlanders to consider Sociology as a major and more importantly, I encourage you to consider graduate school as an attainable avenue toward success. Believe in yourself, forge ahead and know that yes, you can. ¡Sí se puede!



Alumni Spotlight
Michael L. Walker, PhD
Assistant Professor of Sociology
University of Minnesota



I greatly appreciate the opportunity to contribute to *Veritas Vincit*. Those who know me personally know that I took a meandering path to becoming an alumnus, and having made my fair share of right and wrong decisions along the way, I consider it an honor to share some of the wisdom that has directed my successes.

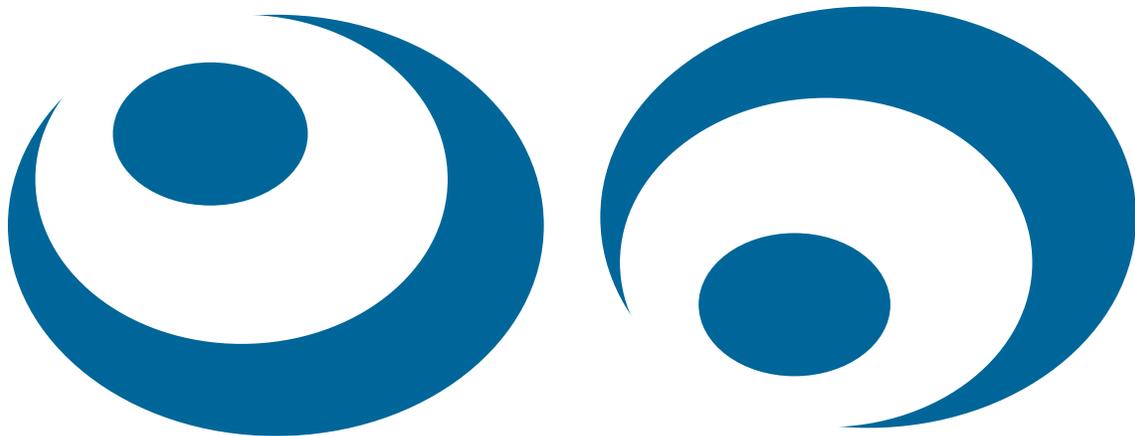
I should say upfront that my wont is to ask for help or guidance from multiple sources, and that has served me well. In fact, I made my most disastrous decisions whenever I isolated myself or relied upon my own knowledge. On this point, I had made friends with Edna Bonacich during my undergraduate career at UCR, so when entering the department she knew so well, I asked her for advice: she told me to ignore politics and to think of professors as chests of tools—tools that I needed if I were to be the best scholar I could be. I took that advice, scheduled an appointment with Jonathan Turner, and I told him (truthfully) that other graduate students said that I should be afraid of him and could he tell me why that might be. (I wonder whether he remembers that.) Well, he did not strike me down with eye lasers like graduate student lore might have suggested. He laughed, we talked, and from him I gained a set of tools that helps me to understand how social processes are interconnected—to see how disparate theoretical programs are more alike than different if one is willing to do the work of theory integration. In fact, if I had the space, I could give similar accounts of tools that I picked up as a consequence of seeking the counsel and following the research examples of professors, Aguirre, Mirandé, Burke, Hanneman, Turk, and, of course, my advisor, Ellen Reese.

Those tools are integral to my approach to the social world. For instance, in thinking about interpersonal violence, I compared and contrasted Donald Black's work on conflict, Randall Collins' work on micro-interactive violence, Erving Goffman's work on "territories of self," and Jonathan Turner's theory of needs as motives for interaction, treating areas of overlap as evidence of theoretical congruence and areas of contrast as opportunities for theory integration to construct what I call a transactional theory of interpersonal violence. That paper received an "R & R" at *Sociological Theory*, and having sent in my revisions nearly two months ago, I daily check manuscript central for updates. (Smile.) I am using that same approach for a book manuscript, a paper under review at *Theoretical Criminology* that conceptualizes gang identities in light of Peter Burke and Jan Stet's work, and an in-progress paper on the problems of "race" as a variable and construct and the comparative utility of ethnicity. I'm still relatively early in my career, but Edna's advice is panning out.

In fact, if I could redo anything in graduate school, I would have more fun! Because

I was a father during graduate school, I missed out on some of the social hours my peers put on. Whenever I could make it out, I always enjoyed myself, and I wish I could have done more of that. It is easy to feel overly-professionalized during graduate school—like a cog in a machine that constructs future professors. My fondest memories of graduate school are of hanging out with other students, and those moments of levity cut the stress of graduate study.

The job market, publishing, funding—there will be plenty of stressors, but here is my advice for handling it all, and let me say, first, that this advice is not fail proof, but what is? First, protect your time! I resisted a calendar and to-do list until very recently, and now I don't know how I ever got along. My time is structured (including time to write this), and I don't answer phone calls or text messages (revolutionary, I know!) or emails during “research” time. Second, follow the advice of your advisor. Don't be blind, of course, but rarely will you buck sound instruction and come out just fine at the other end. Third, never present work at professional meetings that you're kinda working on. You never know who will be in the audience or from where your next opportunity will come, so put your best foot forward at all times. Finally, don't try to do this by yourself! Build a research community through conference activities and the like. You will need peers to tell you it's okay when Reviewer 2 hates your work (it's always Reviewer 2); you will need peers to read your work; and you will need a community of scholars to test your ideas before you present them.



Alumni Spotlight

Seth Abrutyn, PhD
Assistant Professor of Sociology
University of British Columbia



It is with great excitement that I am able to introduce myself, my work, and my experiences at UC Riverside as a PhD student to you. At UCR, I specialized in sociological theory and institutions/organizations (2004-2009). Upon graduating, I was hired as an assistant professor at the University of Memphis and, this year, moved to the University of British Columbia. I have written theoretical and historical papers on political and religious evolution, and over the last five years, along with my colleague Anna Mueller (U Chicago), I have been studying adolescent suicide in the U.S. This particular stream of research uses both quantitative and qualitative methods to examine (1) how and why suicide and suicidality “spreads” from a personal role model (e.g., a friend or family member) to an exposed adolescent and (2) why suicide clusters occur in some places but not in others. For those interested in this work, you can find it in *American Sociological Review*, *Journal of Health and Social Behavior*, *Sociological Theory*, and in several other outlets. Importantly, our first-of-its-kind in-depth case study of a community that has experienced several suicide clusters over the last two decades is bringing sociological tools to bear on questions left unanswered by sociologists to date, such as how do we prevent suicide from diffusing and how do we help families and communities in the aftermath of a cluster?

All of that said, the real aim of this essay is two-fold: (1) reflect upon the last decade of my career and offer whatever advice I can for navigating graduate school, maximizing the experience, and dealing with the job market and (2) secondly, reflect upon my time at UCR.

First, graduate school. I realize that this period of your life is tough because of the emotional and psychic toll of being a graduate student. It helped me to remember the advice a professor at San Diego State once told me: everyone is feeling the same fears and anxieties, but some are just better at wearing the “cloak of competence and assuredness.” Keep things simple and stay in your lane. Don’t forget that grad school is a job, and especially, grad school is what you make and take of it, not what others—including the faculty—define it as.

Be confident. Knock on professor’s doors; all of them. Some may be more inviting than others, but you won’t know until you try. Moreover, you just never know what an encounter will lead to. Present yourself how you would want people to see you. Goffman was right. If you want to be taken seriously, project seriousness. Be Kind. To everyone. Sociologists love to problematize everything and critique everything. You will have your whole career to do this. Grad school can be a truly enlightening experience with healthy debate and discourse, but keep it from becoming more than it needs to be.

Be Nice, especially, to the office staff. They are the keepers of keys, and they do a lot of work behind the scenes with little glory. They are good people. It doesn’t hurt to say hi

every day. Show your appreciation, and I promise it will go a long way.

Finally, read. Read. Read. Read. And read some more. You have no idea how little reading you get to do as a professor. Now is the time to soak it in. And, the more you read, the better you write.

Second, maximize your time doing the informal stuff...particularly, building relationships with faculty and fellow grad students. There is no rule that states you have to be friends with everyone. But, I can tell you from experience that networks matter. You never know who will be on a hiring committee or be a reviewer of a book proposal or journal article. You never know who will be organizing a paper session at a conference. You never know who will know a neat method to help you solve a problem. And, you never know who will be a good confidant, colleague, editor, co-author, and so forth. To be sure, find your friend or friends, and talk sociology and life as much as possible. Extensive research shows that isolation is unhealthy. Invite your professor to appetizers and drinks (coffee or, preferably, stronger beverages). You'll be surprised how many want to.

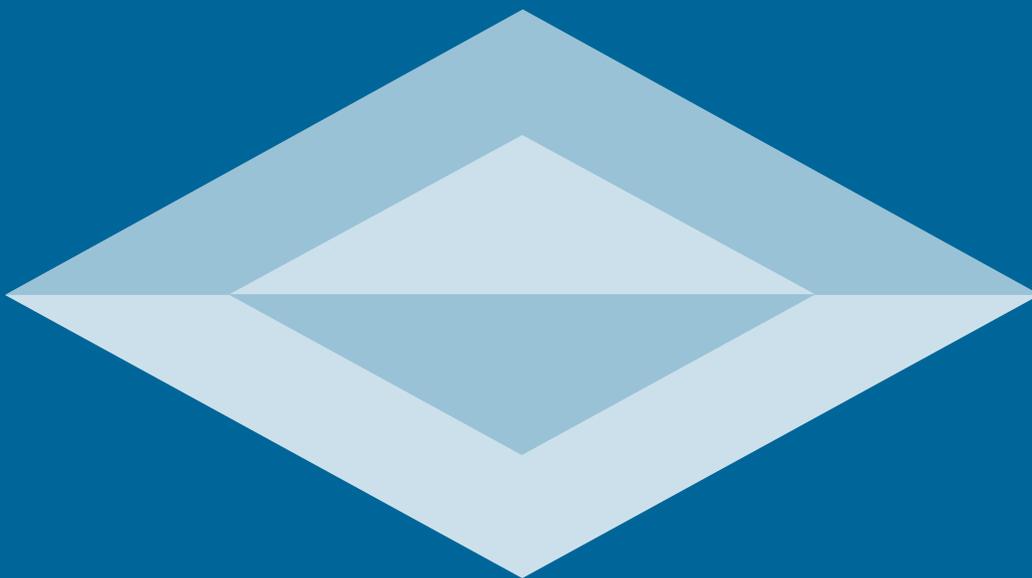
Additionally, and I know this goes without saying, but start publishing, like yesterday. In academia, so much is out of your control. I count three things you can control to some degree: how much you write, submit, and publish, your effort in building networks, and, to a certain degree, who your advisor(s) is/are.

Third, this brings me to the job market. The most practical advice I have: check out the website *The Professor is In* (she offers a ton of really useful blog posts about everything related to the market). Besides this, I'll also say there is nothing more important than networks. When speakers come to UCR, volunteer to meet them at lunch or ask if you can talk to them. Go to conferences, and make sure you push your advisor(s) to introduce you to scholars. Send emails to people you admire (I know that sounds weird, but you'd be surprised). Join an ASA section, go to receptions at the annual conference, and set a goal to meet two or more people. Even better, volunteer in an ASA section for newsletter editor or student council member—you get to know the chair of the section, the outgoing chair, the chair-elect (all of which are established people in a field you like), as well as other members of the council. They get to know you. It's good, I promise.

Equally worth your time: work on meeting fellow grad students from other universities, as well as former grad students from UCR, to further build networks,. Share generously what you've learned. That's how we all learn. Practice alone and in front of others. Know your

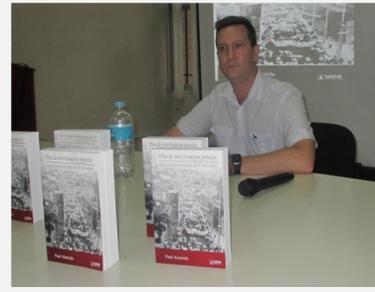
talk cold. Make sure you leverage the networks you worked to build. You do the heavy lifting on the front end, and then they do the lifting on the back end by contacting people at schools that are hiring. If you do get the interview (a) learn who all the faculty are, (b) read minimum one thing of each of them [so you have something specific to talk to them about in one-on-one's], and (c) prepare a set of basic questions that show you have done your homework about the department and are serious about understanding what the job is like. Most of all, do not hesitate to ask for help. There are faculty at UCR who were just hired or recently hired, and even if they are not your dissertation chair, they will happily tell you about their experience and give their advice. There are alumni, like me, who would be happy to talk about their experiences, give advice, provide sample cover letters and job talks, and so forth. You can even set up meetings at conferences by emailing them! You're not alone.

All in all, UCR was a great place for me. I found the faculty to be available and helpful in many ways. From what I can see, it is an exciting time to be there as a lot of new people are joining the department, which usually creates new energy. I built many relationships while I was there that I maintain today. While there has been change, I am still close with several professors who I see every year at the ASA meetings or who I occasionally correspond with via email; I am still close with several former fellow grad student friends who are doing great work and also great resources for all of you.



Alumni Spotlight

Paul Almeida, PhD
Professor and Chair of Sociology
University of California, Merced



My research centers on social movement dynamics. I seek to understand when and how excluded social groups gain the organizational capacity to improve their current political and economic status via collective action. My first book focused on waves of social movements in El Salvador. In recent years, I have become especially interested in how ordinary people mobilize to extend or protect their social citizenship rights (access to safety, health, social services, basic utilities, and the welfare state), which was the focus of my second book. After finishing at UCR I took my first job at Texas A&M University. I moved to UC Merced in 2010, transitioning from one of the largest research universities in the United States to one of the smallest. Today, I proudly serve as the Department Chair.

In reflecting on my time at UCR as a graduate student, I would not change too much. I very much appreciate my experience and training at UCR. I was fortunate enough to have a superb mentor from day one – Dr. Linda Brewster Stearns (she left the department around 2003 to become Chair and build a new sociology program at SMU). She invited me to work on an Environmental Sociology Project comparing the toxic poisoning of communities in Love Canal and Minamata. We would meet every week for several years while she was the Chair of the Department. She invested hundreds of hours in me as we collaborated on two papers. One was published before I left UCR and another a few years later. She showed me how to think and write like a sociologist. These are many of the qualities that you do not completely learn in graduate seminars such as how to engage in the literature of your sub-field and make a unique contribution with compelling empirical evidence. I learned how to study social movements by working on the collaborative project with Linda Stearns and use this new knowledge for my dissertation research on El Salvador. Our paths would not have crossed if I did not select UC Riverside for graduate school. I am forever indebted to Professor Stearns for her generosity, inspiration, and passion to advance a critical sociology. I also had the privilege to take classes from top theorists and race scholars while in the program. Steve Brint and Edna Bonacich served on many of my committees, while I served as a TA for Alfredo Mirande and Bonacich in courses cross-listed with Ethnic Studies. Also, I was a TA for Raymond “Rusty” Russell at least half a dozen times in his large organizational sociology courses. Robert Hanneman always had his door open and was easily accessible. Chris Chase-Dunn and Ellen Reese arrived in my final year at UCR.

I recommend all students get involved in research early, in their first year in the program. Connect with a faculty member on a research project, even with faculty members in related departments. As I once heard Robert Nash Parker say, “grad students should move from consumers to producers of sociological knowledge.” I now use that phrase with my own graduate students at Merced. Learning how to conduct a successful research project should be an early goal. Trying to publish one or two articles before hitting the job market is even more critical now than it was 15 years ago. Seeking internal and external funding opportunities are good strategies but the first and fundamental focus should be on how to produce research. I would also advise graduate students to seek out as many technical skills that are available at a research university, including statistical programs and GIS mapping. I would suggest that advanced graduate students seek opportunities to review for academic journals. This experience allows students to see the other side of the review process and to reflect on their own work.

Most of the time I was at UCR, the department maintained a graduate student lab shared with political science students on the second floor of Watkins. It was called the “Wizard Lab.” I believe Robert Hanneman secured the NSF funding to purchase the computational equipment for Wizard. I would spend several hours a day in this large room with about 12 computer work stations. I lived close by in the UCR family student housing complex so my partner and I would return and work after dinner in the wizard lab too. The wizard lab provided a place to advance on class and research projects while also offering a venue to discuss issues with fellow graduate students. We currently have a graduate student lab like it at UC Merced to try and produce a similar dynamic. With laptops and other changes, it seems as though graduate students work more from home in the twenty-first century when they are not in grad seminars, TAing, or teaching. I would encourage graduate students to find ways to work in the same space to promote cooperation and the exchange of ideas outside of class.

To conclude, I leave you with one of my favorite memories of my time at UCR. In 1996 my fellow sociology graduate students and I, with some funding from the department, held a one day conference on social movements and social change. I believe we called it “disturbing the peace.” I may still have the t-shirt we made for the conference. It gave graduate students the opportunity to present their own work on campus before the more intimidating world of a professional conference. The urban sociologist/historian Mike Davis was the keynote speaker. The solidarity among graduate students benefited all of us. We went to protests together on and off campus – Proposition 209 was a major issue we battled. I remember that a group of about 5 graduate students drove to Los Angeles one weekday morning for a Justice for Janitors demonstration, we barely made it back before our contemporary theory grad seminar with Jonathan Turner. Several of us brought our protest signs into the classroom. I think our driver was Doreen Anderson-Facile, the current chair of Sociology at Cal State Bakersfield. Many of your fellow graduate students will be your friends and colleagues for life and I encourage current students to find ways to sustain social and academic events outside of the classroom.

COMMENTARIES

The Deep-blue Underwater Prison

Viraji Weerasena

4th Year – Senior



“Walk a mile in my shoes and you’ll understand,” we often yak this among ourselves, but have you ever wondered what it actually might feel like? To endure their feelings and thoughts? to respond according to someone else’s motor and neuron responses? As humans, from birth till we leave our bodies as souls, our actions develop through our environments. Humans have picked dry land as their niche and have sustained for millions of years on land. We as human beings get to ramble and take strolls anywhere. Let us try to picture a moment where how people would start to protest if their extent of rambling is restricted? It is definitely impossible to position yourself in another form of living creature, but we sure can understand the distress we would face if we are not given the freedom we deserve as living creatures with souls on earth. All living things cherish their carte blanche, aquatic animals deserve to have their habitats in their natural environments such as seas and lakes, so are those who live inland, and fly in the air.

It rather seems unfair to entrap a free-living animal to the sole pleasure of human eyes. The earth comprises nearly 72% of water in which nearly 97% of it is salty-sea water. Many aquariums have large aquatic mammals such as orcas and dolphins, who naturally live in the deep parts of the ocean. They deserve to have their nutrition, mating ability and to face competition (survival of the fittest) among other living creatures naturally. When humans intercede with nature, there are definite consequences. When the equilibrium of nature is disturbed, we are also the ones to get the end result. I wholeheartedly support the organizations which take a greater leap in healing and helping animals who are in need of support and care. Conversely, employing animals for human pleasure and having them train to do ‘tricks’ away from their original niche, the way I see it, it is an archetype of animal cruelty.

Many organizations have initiated online forums, websites and social groups to educate the society on the harm that is being done for the animals who are incarcerated in ‘micro-oceans’. PETA, Born Free USA and The Humane Society of the United States are few of the many organizations, that want to make people understand the importance in letting all animals live in their original habitats without human interventions. We oftentimes wonder if we have what it takes to make this world a better place for all of us, but how often do we take initiative? It only takes one human being to start a revolution of hope. Take a stand, believe in the good in our mother nature and let us all stand together as individuals and make a change for a better future, it will be a bitter pill to swallow, for the greater good.



COMMENTARIES

The Reign of Witches: Free Speech in Perilous Times

Augustine J. Kposowa

In July, 1798 the US Congress passed legislation entitled *An Act for the punishment of certain crimes against the United States*. Signed by Federalist President John Adams who had pushed for it as a way to punish his opponents, including immigrants (especially wealthy ones that tended to purchase newspapers and write articles critical of the president), reporters, supporters of Democratic-Republicans, and domestic enemies that were believed to be plotting with France for a French invasion of the US, the Sedition Act was a direct assault on the Bill of Rights (including the free speech provision in Amendment I). Adams, who appears to have had very low tolerance for criticism (McCullough 2001) may have sponsored the law to cushion himself and his party against being thrown out of office in a future election.

Section 2 of the Sedition Act provided “That if any person shall write, print, utter or publish, or shall cause or procure to be written, printed, uttered or published, or shall knowingly and willingly assist or aid in writing, printing, uttering or publishing any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government, or either house of the said Congress, or the said President, or to bring them, or either of them, into contempt or disrepute; or to excite against them, or either of them, the hatred of the good people of the United States, or to stir up sedition...shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years” (U.S. Congress 1798). The first amendment, which the Sedition Act violated, stipulated that Congress shall pass no laws that abridged freedom of speech, or of the press, or the right of the people to assemble peacefully, and to petition their government for a redress of grievances.

An incontestable definition of freedom of speech has been elusive. Thomas Jefferson (1801) observed in his first inaugural address that free speech meant the right of Americans to “think freely and to speak and to write what they think” (Jefferson 1801). Left out of this conception were many unanswered questions: Is free speech unlimited, or are there circumstances when it has to be controlled? If controlled, monitored or policed, is it free anymore? Do citizens have the right to express opinions, even though some group or groups might be offended? Could individuals or groups reserve to themselves the option to express their opinions or views, but deny others the right to express theirs because they might be construed as offensive? Could speech be offensive, but not hateful?

In January 2017, an administration unlike any in the nation’s history took over in Washington. Reactions to the administration have once again tested free speech, and in the process left some questioning whether university campuses and other academic citadels may be falling victims to free speech policing or even solipsism, whereby individuals keep their thoughts to themselves in some agnostic framework that nothing else is real but their own beliefs or thoughts. Where persons are afraid to speak out because of fear that the views they hold might be condemned or otherwise deemed unacceptable, debates become impossible, along with free exchange of ideas and information. It is difficult for any discipline to make advances and breakthroughs if there is no constructive debate and criticism. The dangers of discouraging debate and disagreements are especially consequential in the social sciences where many concepts developed are not immediately subject

to measurement and verification. Issues of validity and reliability must be addressed without resorting to microscopes, stethoscopes, imaging machines or other physical instrumentation. One often hears that some concept is socially constructed, and does not exist in reality. If it is socially constructed, are others free to disagree with that view without reprisals or being demonized?

The new administration in Washington has done quite a lot and in a relatively short time raised racial and ethnic fears and anxieties. Perhaps one of the most notable moments was its reaction to incidents arising from, or related to the Unite the Right rally in Charlottesville, Virginia in August 2017. White supremacists, including alleged neo Nazis, skinheads, Klan members or sympathizers, and white nationalists had held a candle light vigil the night before on the campus of the University of Virginia (Jefferson's very own), and were continuing marches the following day to apparently protest against proposed plans to remove statutes of Civil War (Confederate) leaders from a public park. Some of the marchers also flew Confederate flags, which they believed represented their culture. Violent clashes followed when a counter demonstration in protest against symbols of racism and bigotry was put into effect. The culmination of the unfortunate events that followed was the death of an anti-racist protester.

The head of the new administration in Washington reacted to these events unlike what many would have expected from a head of state, head of government, or commander-in-chief of the armed services. He spoke of 'many sides' being responsible, and later made matters worse by alluding to 'both sides.' The moral equivalency drawn between marchers representing the old South and Confederate leaders that had tried to break away from the Union, causing thousands of American deaths on the one hand, and marchers denouncing racism and anti-Semitism on the other left many in shock and disbelief. A chief of state is typically expected to heal a wounded nation but this was not the case that day.

Several events both during and after the 2016 election have brought free speech under tremendous pressure. Once in a while, one sees bumper stickers about 'the Resistance.' Although what is being resisted is hardly mentioned, it seems that it is the new administration in Washington, or at the very least, its regressive if not reactionary policies.

No matter how hopeless or bad a situation may appear, however, it is often necessary to identify important lessons that could be drawn from it. A critical lesson is the realization that free speech is not one sided. Those in the resistance are not at liberty to suppress the free speech of those outside, just as those supporting the new administration in Washington do not have the option of dismantling freedom of speech from individuals that may oppose their views and policies. Maintaining this balance can be difficult, especially when some perspectives or actions appear very hurtful, repugnant or shock the human conscience.

A second lesson to learn may actually be positive for the country as a whole, both in and out of academia. It was not long ago when some academics were claiming in articles and books that the US had become a post racial society (whatever that meant). Wilson's 1980 book, *The Declining Significance of Race: Blacks and Changing American Institutions*, and his 1981 article, "The Black Community in the 1980s" were squarely in this racism minimization tradition. Once in a while, perhaps any social system deserves a major shock in order to allow scholars and the populace to rethink theories that may not be true or need reformulation. The emergence of the 'Tea Party' following Obama's election, with predominantly white crowds holding signs reading "We want our country back" should have been a wakeup call that perhaps the declining significance of race idea was premature, if not wrong. The message was lucid: whites wanted **their** country back from a black president.

The Charlottesville march and related incidents constituted a second recent wake up call, for they showed that far from dead or declined, racism is alive and apparently doing very well. It is inconceivable that darker skinned persons who live and experience daily degradations and humiliations of prejudice and discrimination (regardless of status, station or occupation) ever believed the academics pounding away at their computers in ivory tower offices and churning papers proclaiming the dawn of some post racial America. That would not have been their lived experience. In Charlottesville, the white nationalists were not some middle aged or older men and women, but persons in their twenties, and thirties. This demographic fact is troubling as it suggests the nation might reproduce the ills of its past instead of moving away from them. A silver lining to Charlottesville (and to this one must add the rampant police shooting deaths) is that the nation can no longer deny what visible minorities confront daily, but are often dismissed as being too sensitive.

Despite the above, anti-racists must be careful for as painful as these incidents have been, free speech rights of racists cannot and should not be abridged. After all, is it not preferable to know that someone hates you and be on your guard than to be ignorant, thereby making yourself vulnerable to destruction? Clearly, even in the workplace, knowing your mortal enemy is best!

These are perilous times, especially under the new administration in Washington. The tools for redress of grievances ought not include denying free speech of those with whom one may disagree. Fighting prejudice is the answer for unless hearts and minds change, the race problem continues. One cannot dislodge racism through legislation, for its core, prejudice (antipathy), is something of the heart. Imagine Congress passing a law as follows:

Be it enacted by the Senate and House of Representatives, in Congress assembled, That immediately upon passage of this act, it shall be unlawful for anyone to hate or otherwise refuse to love another person on account of race, color, ethnicity, creed, sex, sexual orientation, or national origin. And it shall be further enacted that anyone accused of such crime of hate or failure to love shall be punishable by a fine not to exceed \$5,000 and imprisonment not to exceed 2 years.

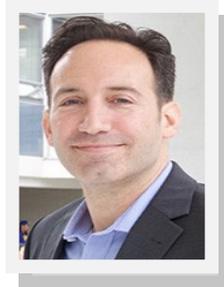
Such legislation would be meaningless and completely ridiculous. Not only would it encroach upon people's freedom of expression, but it would not be enforceable. How would hate or failure to love be determined? Whose standards would be used?

Lessons of the Sedition Act of 1798 must be learned in 2017 so that they are never repeated, for the period 1798 to 1801 is not one that any American should look on with favor. Jefferson himself, though Vice President (but left unprotected in the Sedition Act) referred to the period as "the reign of witches" (Humphrey 2003; www.Monticello.org 2015), an expression that today might be described as 'witch hunt.' This is what follows when free speech is abridged, threatened, or denied.

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New Faculty Profile: Richard Carpiano, PhD



By: Elizabeth Bogumil

We are pleased to welcome Dr. Richard Carpiano to our UCR Sociology faculty this fall. I had the pleasure of speaking with him about his background, research, expertise, and teaching. Dr. Carpiano received his Bachelor's and Master's degrees in Sociology from Baylor University before pursuing a Master's in Public Health at Case Western Reserve University. In 2004, he received his Ph.D. in Sociomedical Sciences (with a concentration in Sociology) from Columbia University. After earning his Ph.D., Dr. Carpiano spent two years at the University of Wisconsin-Madison as a Robert Wood Johnson Foundation for Health and Society scholar. Before joining UCR as a faculty member, he served for nine years as a faculty member in the Department of Sociology at the University of British Columbia. Currently, Dr. Carpiano is the co-editor of the *Journal of Health and Social Behavior*. Please join me in getting to know and welcoming Dr. Carpiano.

Me: What are some of your current research projects?

Carpiano: I have my hands in quite a lot of different things. There are some things I get interested in all unto myself and there's other stuff where I have interests and I get pulled into them with other people. For a long time I've studied things about place and place effects and community influences on health and health disparities. I'm continuing that work but looking at oral health outcomes. I'm on a project with a dentist health service researcher at the University of Washington. Oral health is incredibly important. There are kids who grow up with these significant sorts of oral health problems as well as living with impairment. The most recent stuff and where I think most of my projects have been as of late happened two to three years ago when I was on Twitter—when the Disneyland measles outbreak occurred. I just started following the news with it. I thought it's very interesting and just how much of a sociological story it really is. We're seeing this rise in infectious diseases and they're not third world problems anymore. They're occurring in the United States and are a product of globalization and doubts about science, distrust in certain institutions which reflects broader issues. To think that we've had all these problems occur...next to what is like water purification and sanitation, vaccinations are the biggest public health success at reducing infant adult mortality. The fact that it has even come into question and doubt and to the extent that it is really undermining health and to the extent that this is a decision that they are not just making about their kid or themselves. In this case the

decision that you made can have an impact on the rest of your community and it could be really bad. Over the course of that year, I developed a whole bunch of different projects to pursue. So right now, one of the still ongoing things I'm writing up are some findings. I was contracted by the Federal Government of Canada to do an analysis of SES disparities and attitudes at different ages for different key up-to-date vaccinations. Also, I'm working with a graduate student on how networks influence what are seemingly personal HIV risks or risks that are thought up of in very personalized terms.

Me: What types of methods do you employ in your research?

Carpiano: I started out as a qualitative person, even though I was a TA in stats class. Then I moved to being very mixed methods as a result of my graduate training. Over the past number of years I've become much more quantitative. To me it's all about the question. I've been getting very interested in a lot of statistical methods. But more fundamentally, the things I really enjoy getting into with people is about design issues; so that kind of translates across qualitative and quantitative. And also, there is this other arm of me that is very interested in the measurement—to me it is fundamentally sociological. We can sit around and read a theorist and think about a construct but ultimately comes down to "it's nice" but how can we measure that and test out the idea. Measurement is where the rubber meets the road between theory and method.

Me: How do you see your skills and expertise fitting into the Sociology department at UCR?

Carpiano: Well a number of different ways. I'm, and this is completely serendipitous, but we have now seven faculty doing health sociology. So, it's indirectly planned that I'm now part of a critical mass of faculty in a department that, when you think about departments in the U.S. that have medical sociology as a discipline, I think we have more [faculty] than most of them. I think that's really actually exciting. And not just within the department but also how we intersect with a lot of stuff going on campus too. Fundamentally, I'm a health inequalities guy, so in terms of thinking of that kind of work, it intersects with a lot of other people in the department. My community sociology background, I think, may be a nice complement to the department and push us in some interesting ways.

Me: So what is your favorite class to teach?

Carpiano: We'll there are different classes but there are levels too. I like teaching undergraduates and grads but there is one thing that I was really active in when I was at UBC—I was very active in building our graduate program so I spent a lot of time on committees working on curriculum, making sure it was competitive, and making sure students had core skillsets. So I do have a little bit of an affinity for in kind of a unique way, the graduate thing has been near and dear to my heart because that's where I was involved. I do enjoy teaching upper level third and fourth year medical sociology classes and a social determinants of health class with a heavy policy interface too. I like teaching theory and then stats classes can be a lot of fun too.

Me: Which sociologists have most inspired or influenced you?

Carpiano: Bruce Link and Joe Phelan definitely. John McKinlay's work too, he doesn't really do medical sociology anymore, he's moved much more into health services research. He wrote some really great stuff about the intersections about thinking about multiple levels of influence. He was one of the people thinking about how social factors can trickle

affect individuals and how we should be moving beyond a very medical thinking about a person. He wrote this really neat piece called “A Case for Refocusing Upstream.” Another person who I just wish I thought more like she does, I just love her work, is Sharon Schwartz. She writes a lot about how we conceptualize our research and writes papers that really get you to think.

Me: Do you have any advice for younger scholars?

Carpiano: I used to always jump at the opportunity to do professional development seminars for our graduate students. There are so many soft skills to learn. Alright, let’s go Bourdieu with this: It’s a field, literally, and there are rules to it and different goals and different ways to arrive at those goals and navigate that field. We all have different types of capital and different sorts of strengths. There are a lot of different types of soft skills that you pick up along the way (or you don’t) and you learn either by failure or not at all. So, I love doing professional development seminars where I can impart some of that stuff—things like time management, how to balance graduate school and the rest of your life, thinking ahead of how to plan out your career, or even how to find out what your options might be. Even public sociology, or the basic sorts of ways you can communicate your work beyond the greater academic audience—whether you just want to share your work with the public or whether you feel your findings can help inform a public issue.

Me: What do you do when you’re not working?

Carpiano: I’m a big music fan—particularly a rock music fan. I could talk the history of rock music and sit around and talk about obscure bands – you name the genre from doo-wop, to punk, to heavy metal. I’m reading a book right now on progressive rock. There is a lot of sociology that underlies the changes in music genres. I like going to shows and stuff like that. I think I’m a closet historian. In my free time I read a lot of history. And the other thing is I like engaging with ideas. That’s where twitter can be a big time suck for me because I follow a lot of people who are not sociologists. I try to follow people who do not also think like me—politically, intellectually. It doesn’t mean they won me over but at least I’m kind of engaged with it. I’m kind of a political junkie too, particularly world politics.

New Faculty Profile: Victoria Reyes, PhD



By: Alessandro Morosin

Dr. Victoria Reyes joined the UCR Sociology Faculty in 2016, but was on leave for a year to take a postdoc at the University of Michigan. Dr. Reyes, originally from Cincinnati, OH, received dual BAs from The Ohio State University in International Studies and Psychology, with a minor in Asian American Studies. After graduation, Dr. Reyes spent 2006-2007 as a Fulbright Scholar to the Philippines, after which she worked for a year at a reproductive health non-profit in Washington, DC. In 2008, she began her graduate work at Princeton University, where she earned her MA and PhD in Sociology. During this time, she was a National Science Foundation Graduate Research Fellow and an ASA Minority Fellowship Program recipient. Prior to UCR and the University of Michigan, she was an Assistant Professor in the Growth and Structure of Cities Department at Bryn Mawr College.

Me: How would you describe your work? Where would you situate it within the broad field of sociology?

Reyes: I study boundaries; how they are created and remade and how they shape inequalities within global settings. My work sits squarely in the fields of economic sociology, global/transnational sociology, and urban sociology and also speaks to race/ethnicity, gender, and empire.

Me: Can you discuss your concept of "global borderlands"? What would be some relevant examples and what does this tell us about contemporary globalization?

Reyes: Global borderlands are semi-autonomous, foreign-controlled places of international exchange. These are places like overseas military bases, special economic zones, all-inclusive tourist resorts, embassies, cruise ships and international branch campuses. Despite being such different places, they share four features. First, (and this answers your first question) they are a new analytic, spatialized unit of globalization, whose activities have consequences far beyond their borders and whose very existence is defined by high inequalities between foreigners-locals, the rich and the poor. Yet, being a new analytic space doesn't mean that these places are "new" as in only occurring in the last 25 years. Indeed, global borderlands have been around a long time, and incorporate places that historian Richard White describes as the "middle ground" when he talks about colonial trading forts. Second, these places are legally plural, that is, they are places where two or more

legal systems coexist, and you find competing jurisdictions over people, rules, and expectations and the rule of law differs depending on the identity of the criminal and the context of the crime. Third, they provide windows into the broader political economy and power relations. Yet, power is not a one-way demonstration of the foreign over the domestic. Instead, I've found power and sovereignty to be *contingent*. Global borderlands are not sites where foreigners fully cede sovereignty, but instead, sovereignty is continually negotiated and contested. Finally, these are places where identities are continually reimagined and recreated, whether as nationalistic, where there are calls to oust their presence, or as cosmopolitan, where people who live and work within them see it as a chance to achieve a "good life."

Me: When and how did you decide what kind of sociologist you wanted to be?

Reyes: I would say that as a sociologist, I aim to publish in both top general and specialty journals because that's where the conversations in the field are occurring. In that sense, I'm very much a mainstream sociologist, even if my research doesn't always ask core questions of specific subfields and my work often incorporates subfields that may not usually speak to one another. I aim to be a thoughtful scholar and theoretically and methodologically rigorous. I also see the value of multiple types of methods, and I credit this to my graduate training where we had to write two empirical papers—the first had to be quantitative—before moving on to our dissertation. As such, I first try to focus on my research question, and then determine what methods help me answer that question.

Me: I see that you've penned "10 Tips to Thrive in Grad School..." Can you summarize some?

Reyes: Sure. This Inside Higher Ed essay stemmed from conversations I was having with graduate students and I noticed that there were core pieces of advice I always gave. Some of these tips include realizing that graduate school is not an extension of undergrad—instead, it's about professionalization into the academy and teaching you how to be a productive scholar—seeing research as a scholarly conversation, and using course assignments strategically as ways to work on your research and/or grant proposals, while other pieces of advice revolved around not taking things personally (criticism and comments on your writing from faculty or reviewer comments on submitted papers) and breaking down your research projects in concrete, doable stages. See the essay for the rest of the tips! I also have Inside Higher Ed essays about demystifying the format of a journal article and on making the most of your postdoc.

Me: You're working on a book about the Philippines based on your dissertation... what does your case suggest about how various types of inequalities (such as women's subordination in the Global South) are intertwined with transnational systems of power, such as the history behind U.S. military bases? How much of this is "new" vs. longstanding patterns?

Reyes: I see power relations as historically situated, and you cannot talk about the Philippines (even the contemporary era) without interrogating its colonial history. Around the world, you continue to see longstanding patterns of inequality. Yet, I also believe that when we do research, we need to be open to new ideas and data. Of course, we all have hypotheses of what's going on, are trained in particular theoretical orientations, so there's always a back-and-forth with data analysis and collection in the field (see Timmermans and Tavory for "abductive analysis"). Our backgrounds also often prime us to pay attention to

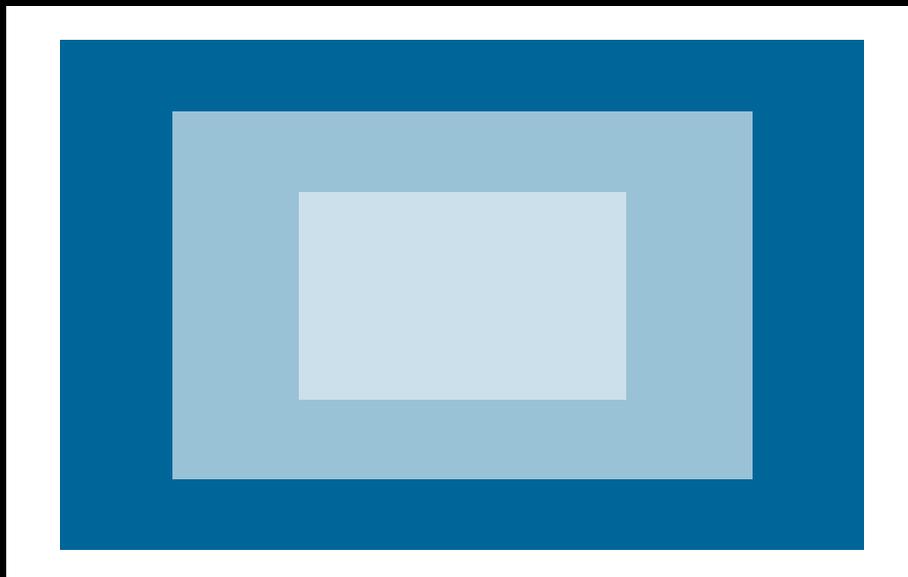
example, we go into the field assuming and take-for-granted that, for example, the U.S. military is “bad,” we would miss the ways in which many people in the Philippines have nostalgia for the base and see jobs within special economic zones as ways to achieve the “good life.” It is precisely these competing meanings and dynamics, I argue, that show how and why global borderlands continue to exist. It’s not just about top-down proclamations from elite foreigners and locals, but also the competing claims everyday people make about them—both “good” and “bad” - that help ensure their survival.

Me: Any hobbies, pastimes?

Reyes: When I’m not working, I’m usually with my 3-year-old daughter. October is our favorite time of the year. She loves Halloween (including ghosts, zombies, witches, and monsters!) and the past few weekends, we’ve been going to local pumpkin patches and festivals. I also love to read and my grandmother and I like to read the same fiction books and series; however, I’m so far behind her that she’s started and finished a few series I haven’t even touched!

Reyes, Victoria and Kirsten Adams. 2017. “Navigating a Difficult Journey: Reflections on How a Student-Faculty Partnership Helped Address Racial Tensions in a Social Science Course” *International Journal for Students as Partners* 1(2), <https://mulpress.mcmaster.ca/ijsap/article/view/3262>, (reflective essay)

Reyes, Victoria and Kirsten Adams. 2017. “A Partnership Approach to Managing the Challenge of Apathetic Students” *Teaching and Learning Together in Higher Education* 22, <http://repository.brynmawr.edu/tithe/vol1/iss22/4> (reflective essay)



New Faculty Profile: San Juanita García, PhD



By: Stalin Plascencia-Castillo

Since the Fall of 2017, Dr. San Juanita García has honored us with her presence as she joined the UCR Sociology Faculty. Dr. García, originally from Houston, Texas, received her Bachelor of Arts degree double majoring in Criminal Justice and Spanish, with a minor in Sociology from Sam Houston State University. She earned her M.S. and Ph.D. in Sociology from Texas A&M University. Between 2015 and 2017 she became a NRSA Mental Health Postdoctoral Fellow at the Sheps Center for Health Services Research at the University of North Carolina, Chapel Hill, jointly sponsored by the Department of Psychiatry and Behavioral Sciences at Duke University. I was fortunate to chat with Dr. García and learned about her research, love of community, and eagerness to produce work that not only adds to the field of Sociology, but also helps to effect social change and advance social justice projects in the community. Join me in welcoming Dr. García to our department.

Me: What prompted your interest Sociology and more specifically, race, immigration, and mental health?

García: I began studying immigration and mental health partly because of my own family's story. I'm a proud daughter of Mexican immigrants. My mother had four children in Durango, Mexico and four children in the US and I am the youngest of the eight. Although she was forced to be separated from three of her Mexican-born children, whom I did not meet until I was older, my mother taught her US-born children to love their siblings born across the border, despite not knowing them. My mother's story in particular has motivated me to study the impacts of legal status on the mental health of Mexican-origin women. Growing up in a *barrio* in Houston, TX was difficult, but it has made me a survivor. By enduring my family's hardships, and having my mother as a role model, I learned that perseverance would take me far. My Mexican immigrant parents instilled the importance of pursuing a social justice oriented research program with goals of benefiting the ways that Mexicans, and others from marginalized backgrounds, are treated in the US as well as remaining proud of our Mexican roots and embodying a spirit of giving back and mutual collaboration. Sociology provided me the tools to better understand my lived experiences. As I developed my sociological imagination, I was able to critically understand how structural conditions affected my family and other immigrant communities. Along with my lived experiences, which definitely shaped my research interests, I was drawn to study these topics after being introduced to the Latina/o health paradox, which suggests that immigrants are healthier than their US-born counterparts, and the longer they remain in the US, their health

deteriorates. I found the Latina/o health paradox painted a romanticized view of immigrants. In fact, studies surrounding the Latina/o health paradox do not disaggregate across legal status. This ultimately pushed me to study how legal status impacts the mental health of Mexican-origin women. What I found is that being undocumented has broader effects on the community at a wider level. I developed a concept called “vicarious illegality,” to shed light on the collateral consequences of an anti-immigrant climate and to highlight the stress and mental health impacts on those who witness the negative consequences of “illegality,” particularly family members, romantic partners, and friends of the undocumented.

Me: Given all that you have learned in this area of study, in what ways would you like to branch out?

García: Well, my next project examines what it means to “grow old” as an undocumented person and their mental health impacts across the life course. This project unifies the migration, mental health, and aging literatures. The literature on the aging Mexican-origin population in the US has been hindered by the absence of information on legal status in many health surveys and the lack of measurement strategies to describe an aging undocumented population. My next project will highlight what it means to “grow old” as an undocumented immigrant and uses a life course approach to shed light on how immigration policies have far-reaching effects on mental health in old age. Furthermore, this research also addresses a gap by centering on how legal status serves as a stigmatized identity that leads to worse mental health outcomes across the life course. Based on this interest and my previous collaborations with colleagues at the National Autonomous University of Mexico (UNAM), and the extremely opportune time to join UCR given its launching of the UCR-UNAM Faculty Exchange Program, I have recently applied for a grant to spend time in Mexico City to work on some of these projects with my collaborators there.

Me: As a professor of color, and given that UCR has a large Latina/o undergraduate population, how do you see your background and areas of expertise fitting into the department of Sociology?

García: This is one of the major reasons why I am so in love with UCR! I remember having a conversation with Eduardo Bonilla-Silva about what would be the ideal job for me. I told him I wanted to be at a research intensive university, with a large student population that is of color, first-generation and from a low-income background. And this is it! I also think about what it means to teach about structural inequality to students who have lived those inequities. That’s powerful and I know that I will be able to do that here. In fact when I gave my job presentation I had a student who was filming ask questions related to my research because he could personally relate to it. That experience left an indelible mark on me. It is very fulfilling to be at a place like UCR, I can’t even explain what it feels like to walk around and see our student body. I’m very happy to be here and I’m eager to enhance research and other opportunities for our students. I’m also excited to be in the Department of Sociology and to be joining a critical mass of medical sociologists. My research expertise also fits with other recently hired colleagues in other departments at UCR who are doing similar work in the areas of immigration and health. I look forward to being a part of a department, college, and university that is full of energy and intellectual curiosity.

Me: What classes would you like to teach in the future?

García: I would love to teach a class that shows the links between immigration, race, and

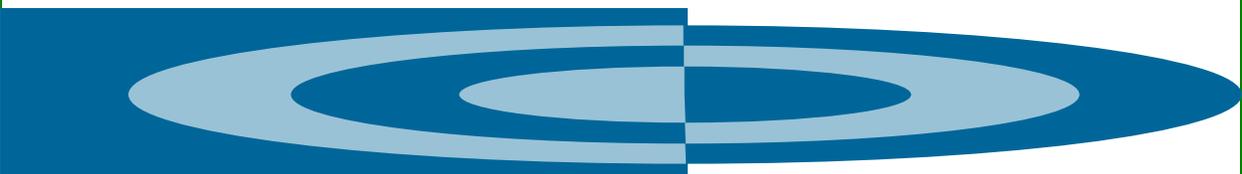
health. Another class I would like to teach would expose students to the parallels that exist between the criminal justice and immigration systems. There are a lot of parallels, especially when we think about mass incarceration and mass deportations. Finally, building on the new program that UCR has launched with the National Autonomous University of Mexico (UNAM), it is my goal to continue research collaborations with colleagues in Mexico City and to one day design a course we can co-teach and bring together UCR and UNAM students. Doing so, would facilitate student and peer connections while also encouraging study abroad. I foresee us designing substantive courses related to migration, health, and aging in a binational context and/or immigration policies and their impacts on the health of Mexican immigrants in the US and those deported to Mexico. This would be an ideal opportunity that I believe aligns perfectly with the UC Mexico Initiative.

Me: What kind of advice would you give to graduate students in our department who are starting their journey as scholars?

García: Find a research topic that you are truly passionate about and regardless of any obstacle you face, keep going. Make sure to find supportive mentors to help you through each phase of your academic journey. It is important to believe in the work we do and to not forget where we come from and why we are here. Academia can sometimes be very overwhelming so it is important to never forget what motivated you to study sociology. It is also important to find ways in which the research that we do can go back and enter the communities and the people that we are studying. Not all sociologists are trained this way but I am a big proponent of giving back to the community or in doing public sociology. Depending on your research interests and methods, there can also be a lot of emotional labor that goes into our research, which is a reality that is often ignored or not taught in methods courses. We should always remain cognizant of what we gain as researchers (like self-advancement) and ask yourself what do the populations we study gain? We have to find a way to bridge our theoretical contributions with action that brings about change for society's benefit. I'm currently working with junior faculty and post-doctoral fellows across the US, mainly trained in public health, a group we call SALUD, that are committed to doing research that has positive impacts on the communities we study.

Me: When you are not working, what are your hobbies, what do you do?

García: I love dancing and listening to a wide variety of Mexican music (i.e. *norteñas*, *cumbias*, *mariachi*, and *Tejano*). Music is such an integral part of my culture and history. In fact, much of it illustrates the struggles that immigrants have endured in the US. One of my favorite groups, *Los Tigres del Norte*, have songs that bring a voice to the undocumented community by conveying not only the challenges but also the contributions immigrant communities make to the US. Additionally, I take every opportunity I can to travel. I have been very fortunate to have visited 15 countries and I would like to continue visiting many more. When I travel, I love meeting the locals and learning the history and immigration policies of each country. Finally, I love playing *loteria* with my family and friends.



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- Reyes, Victoria**. Accepted. "Port of Call: How Ships Shape Foreign-Local Encounters" *Social Forces*
- Reyes, Victoria**. 2017. "Stigmatized Love, Boundary-Making, and the Heroic Love Myth: Filipina Women Constructing their Relationships with U.S. Military Men Within and Beyond the Legal Framework" in Asuncion Fresnoza-Flot and Gwenolou Ricoldeau (Eds) *International Marriages and Marital Citizenship: Southeast Asian Women on the Move* Abingdon, UK: Routledge, pp 140-157
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Grants and Awards:

- Steven Brint** received a Project Degree Completion Award from the Association of Public and Land-Grant Universities for work in raising graduation rates while maintaining equity across groups as vice provost for undergraduate education.
- Steven Brint** had his Intellectual biography published in an international series on leaders of educational thought.
- Steven Brint** was named one of 47 higher education leaders interviewed for the Chronicle of Higher Education's 50th anniversary edition.
- Steven Brint** was awarded a new NSF grant (from the program on the Science of Science Policy) to study interdisciplinary initiatives in US research universities.
- San Juanita García**. National Research Mentoring Network Steps Towards Academic Research (NRMN STAR) Fellowship Program, California State University Northridge, Summer 2017-Fall 2017
- San Juanita García**. Co-Investigator—*Padres Efectivos y Terapeutas Entregados*: Increasing Activation and Engagement in Latino Parent-Provider Interactions, Centers for Medicare and Medicaid Services, Duration:9/30/2016-09/29/2018, Amount: \$199,073 (Total Direct Cost)
- Victoria Reyes**. 2016-2017 Postdoctoral Fellowship, National Center for Institutional Diversity, University of Michigan
- Victoria Reyes**. 2015. Terrence K. Hopkins Graduate Student Paper Award, Political Economy of the World-System (PEWS), American Sociological Association
- Victoria Reyes**. 2017-2018 Omnibus Travel Grant, University of California, Riverside (\$1,000)
- Victoria Reyes**. 2016. Madge Miller Research Fund, Faculty Research Grant, Bryn Mawr College, "Gendered and Racialized Cultural Wealth of Subic Bay," (\$5,000)
- Victoria Reyes**. 2015-2016. Faculty Research Grant, Bryn Mawr College, "The Social Organization of Power: Overseas U.S. Military Bases and their Legacies" (\$4,000)

* Publications shown do not represent the full record of the faculty.

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