

# VERITAS VINCIT

November 7th, 2018

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## Message from the Chairs *Jan E. Stets and Augustine J. Kposowa*

Welcome everyone to a new academic year! We look forward to an exciting year with new faces and new ideas that continue to shape the department in a new direction. We hope you enjoy reading what the faculty and our students have been busy doing since our last newsletter, last spring. We thank Dr. Victoria Reyes and Dr. Rengin Firat with the expertise on this wonderful issue.

We welcome our new faculty to the department, Dr. Randol Contreras (formerly of *University of Toronto*) and Dr. Rengin Firat (formerly of *Georgia State University*). We look forward to Randol's contribution to our Criminology and Socio-Legal Studies area, and to his expertise in qualitative research, particularly ethnographic work. Rengin is a social psychologist who incorporates social structural aspects into her work that tend to be neglected. Her expertise in neuroscience brings a new methodological expertise to our department. Together, Randol and Rengin continue to broaden and strengthen our department beyond its current boundaries.

We welcome some wonderful new visiting professors. Dr. Tatiana Mednikova has a degree in higher education/pedagogy from RUDN University in Moscow and is currently pursuing a second PhD in Sociology at the University of Surrey in the UK. Her research examines how one's study abroad in democratic countries influences Russian students' socio-political identity. She is involved in the social psychology research seminar that Dr. Jan Stets oversees throughout the academic year and will be exposed to the ideas and research of the identity scholars' work in progress. Lukasz Remisiewicz is a graduate student from the University of Gdansk in Poland and is visiting us on a Fulbright. He is interested in neurosociology, so he will be working closely with Dr. Rengin Firat. Dr. Dina Aly Ezzat, from Assiut University, Egypt, is a visiting Fulbright Scholar. Among other things, she will be examining Egyptians living in southern California, why they left Egypt, how they have assimilated into the U.S., and their plans to return home. Dr. Augustine Kposowa is Dr. Dina Aly Ezzat's UCR faculty affiliate.

As always, we hope that our alumni will contact us and let us know what is going on in their lives. We enjoy hearing from you! Our colloquium series this year is full of great speakers from around the country, so we hope that you join us in the series.

The holidays are just around the corner. We hope that everyone enjoys them with family and friends, and that if you are traveling, your journey is safe. Soon, we will be into a new year. The department will be working on a new strategic plan as we continue to grow the department and in new ways. Please consider donating to the department to help us in that growth. We are excited about our future, and we hope that you can be a part of it.

## Message from the Editors

*Rengin Firat and Victoria Reyes*

Welcome to the Fall 2018 edition of *Veritas Vincit!* As the co-editors of the newsletter, we're excited to share with everyone the wonderful accomplishments and happenings of our department.

In this issue, you'll find our Co-Chairs' letter, welcoming letters from our undergraduate (Chris Chase-Dunn) and graduate (Steve Brint and Matthew Mahutga) advisors, profiles of our three visiting scholars (Dr. Tatiana Mednikova , Dr. Dina Aly Ezzat, and Łukasz Remisiewicz), interviews by graduate students of our newest faculty members Chioun Lee, Randol Contreras, and Rengin Firat, commentaries by Professor San Juanita Garcia and Liliana "Patty" Flores, a recent undergraduate alum who majored in sociology, a staff spotlight (Sharon Shanahan), upcoming events, faculty and graduate student achievements and more!

We hope you are as excited about the happenings in the department as we are, and wish you all the very best as we near mid-quarter and head toward the holiday season.

Rengin Firat and Victoria Reyes, Co-Editors



## Reflections from the Undergraduate Advisor

*Christopher Chase-Dunn*

Dear Sociology Majors,

I am the undergraduate advisor and the chair of the Sociology Undergraduate Affairs Committee for 2018-2019. Welcome to sociology. In years past, undergraduate sociology majors have organized the Undergraduate Sociological Association. I would like to encourage students to rein-vigorate this organization and to take part in it. It can be a valuable resource for those who are majoring in sociology and a way to be involved in the life of the Department.

We also offer Sociology 198i, an internship course that allows you to get course credit for interning with community organizations. Detailed instructions on how to enroll in Soc 198i can be found at

<http://sociology.ucr.edu/undergraduate-program/sociology-198-i/> and the syllabus for the course is at <https://irows.ucr.edu/cd/courses/198i/sylsoc198i.htm>

Chris Chase-Dunn [chriscd@ucr.edu](mailto:chriscd@ucr.edu) My office is in 1218 Olmsted.



## 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/](http://ssp.ucr.edu/student_grant_opportunities/)

**UCR Chancellor's Research Fellowship** - [http://ssp.ucr.edu/chancellor\\_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](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](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 postgraduate 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/>

## Reflections from the Graduate Co-Advisors

*Steve Brint and Matthew Mahutga*

As the new co-graduate advisers, we want to welcome everyone back for the new year and especially members of the first-year cohort!

It is an exciting time to be a graduate student at UCR. We've made a number of great new hires in the last few years, and we anticipate additional hires in the future. Our students are actively engaged in research, both on their own and with their mentors. Our faculty continue to receive national and international recognition for their research. As the new co-graduate advisers, we have been actively involved in two projects that aim to both institutionalize the upward trajectory of the department and bring greater visibility to that trajectory.

Here are some of the tangible activities in which we have been engaged:

- (1) Seeking approval of the new graduate program, and implementing it for current and future graduate students. We received word on October 18<sup>th</sup> that our new graduate program has been approved. In the coming months, we will draft a new graduate handbook to describe exactly how this program will unfold. Current students will have the option to switch to the new system, or maintain the old one. We will call a meeting before the end of the Fall quarter to discuss this with the graduate students.
- (2) Improving the departmental website, particularly as it concerns graduate students. Take a look at: [sociology.ucr.edu/graduate-program](http://sociology.ucr.edu/graduate-program). Additional changes will be coming on line soon, and we welcome your suggestions.
- (3) One of these additional changes is 2-3 minute videos of faculty members and graduate students to appear on the website. The video of Ron Kwon, a recent graduate of the program, should be posted soon. We will be contacting many of you to participate as subjects of these interviews.
- (4) Putting together a new recruitment brochure to send to undergraduate adviser throughout the United States.
- (5) Making sure that all of you know about professional development opportunities available both in the department and in the Graduate Division, including the skill sets that will be valuable both for academic jobs and non-academic jobs. We'll be circulating a list of these opportunities soon.

Our main goal is to help graduate students to gain the most they can from their graduate experience. If there's anything we can do for any of you, please be in touch with one of us! Anna Wire, the administrative advisor for graduate students, is another go-to resource. She has a wealth of knowledge and experience to help you navigate your graduate careers successfully.

Best wishes,  
Steve Brint & Matthew Mahutga

## GRADUATE ACHIEVEMENTS

### Publications

**Curran, Michaela** and **Matthew C. Mahutga**. *Forthcoming* (December 2018). "Income Inequality and Population Health: A Global Gradient?" *Journal of Health and Social Behavior*

Brown, Brandon, **Logan Marg**, Segundo Leon, Cynthia Chen, Junice Ng Yi Siu, Gino Calvo, Hugo Sanchez, Jeffrey D. Klausner, and Jerome T. Galea. 2018. "The Relationship Between Anogenital HPV Types and Incident HIV Infection among Men Who Have Sex With Men and Transgender Women in Lima, Peru: A Prospective Cohort Study." *PLOS One*. <https://doi.org/10.1371/journal.pone.0204996>

Brown, Brandon, **Logan Marg**, Jenna LeComte-Hinely, David Brinkman, Zhiwei Zhang, and Greer Sullivan. 2018. "Indicators of Self-Reported HIV Risk and Differences in Willingness to Get Tested by Age and Ethnicity." *Medicine* 97(31): 1-6. <https://www.ncbi.nlm.nih.gov/pubmed/30075566>

Brown, Brandon, **Logan Marg**, Alejandra Cabral, Michelle Didero, Christopher Christensen, Jeff Taylor, and Andrew Subica. *In Press*. "Community-Driven Health Priorities for Healthy Aging with HIV." *Journal of the Association of Nurses in AIDS Care*.

Brown, Brandon, Jerome T. Galea, Karine Dube, Peter Davidson, Kaveh Khoshnood, Lisa Holtzman, **Logan Marg**, and Jeff Taylor. 2018. "The Need to Track Payment Incentives to Participate in Research." *IRB: Ethics & Human Research* 40 (4). [https://www.thehastingscenter.org/irb\\_article/need-track-payment-incentives-participate-hiv-research/](https://www.thehastingscenter.org/irb_article/need-track-payment-incentives-participate-hiv-research/)

**Welch, Levin**. 2018. "Neoliberalism, the Global Capitalist Crisis, and the Occupy Wall Street Movement," Pp. 325-351 in *The Palgrave Handbook of Social Movements, Revolution, and Social Transformation*. Berch Berberoglu (ed.). Basingstoke, UK: Palgrave Macmillan.

Warren, Janet I. et al. (in press) "Operationalizing Theory: A Moral-Situational Action Model for Extremist Violence." *Journal of Threat Assessment and Management*.

### Awards

**Jessica Moronez** received a Certificate of Recognition for "Extraordinary guidance, mentorship, and commitment to positive change in the Inland Empire" by the City of Riverside, presented at the 2nd Annual Women Strengthen Women Conference on October 5, 2018.

**Roberto Rivera** is the 2018-2019 Fulbright Scholar Award recipient in Criminology to Jamaica. He will be conducting qualitative research on restorative justice practices at the University of Mona.

### Other

**Zeinab Shuker** recently (Spring 2018) passed one of her qualifying exams (PEGSC) with distinction/Excellent.

## GRADUATE AND ALUM ACHIEVEMENTS

### Presentations

In July **Katherine Maldonado** was invited to speak in the international academic conference on organized crime and gender in Italy.

**Katherine Maldonado** was invited to speak at the Conference of the parties to the United Nations Convention against Transnational Organized Crime focused on Gender and Organized Crime held in Vienna, October 18th, 2018.



Katherine Maldonado speaking at the UNODC conference

**Zeinab Shuker** gave a talk on Gramsci and Polyani at the Economic Science Association Conference, held in Germany in September 2018 and has been invited to spend time in Germany to further work on the paper.

### Alum Achievements

**Ian Breckenridge-Jackson**, currently an adjunct professor at California State University, Los Angeles has co-authored a book on the campus anti-rape movement.

Heldman, C., Ackerman, A. R., & **Breckenridge-Jackson, I.** (2018). *The New Campus Anti-Rape Movement: Internet Activism and Social Justice*. Lexington Books.

**Ronald Kwon** is appointed as a postdoctoral fellow and lecturer at the Department of Sociology and the Center for Empirical Research on Stratification & Inequality (CERSI) at Yale University starting Fall 2018.

**Michael Walker**, currently an Assistant Professor in the Department of Sociology at the University of Minnesota, received the American Society of Criminology's 2018 Outstanding Article Award for his paper "Race Making in a Penal Institution" published in 2016 in the *American Journal of Sociology*.



## 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 13, 2018 (5:00 PM EST)

Ford Foundation Dissertation and Postdoctoral Fellowship Deadline: December 6, 2018 (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, 2019

**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: January 30, 2019 (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/>

## FELLOWSHIPS AND RESOURCES

### Society for the Study of Social Problems

**The Society for the Study of Social Problems (SSSP)** is soliciting applications for the 2019 Racial/Ethnic Minority Graduate Fellowship. Persons identified as American Indian or Alaska Native, Arab or Middle Eastern or North African, Asian or Asian-American, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or, including Deferred Action for Childhood Arrivals (DACA) from one of the aforementioned groups, accepted into an accredited doctoral program in any one of the social and/or behavioral sciences are invited to apply for the \$15,000 fellowship. Two students will be funded. Applications are due by and must be received no later than February 1, 2019. Applicants will be notified of the results by July 15, 2019. All applicants must be a current member when applying. With the exception of DACA students, who are also eligible, applicants must be a citizen or permanent resident of the United States. Contact Dr. Saher Selod, Chair, with questions concerning the fellowship: [saher.selod@simmons.edu](mailto:saher.selod@simmons.edu) or visit [https://www.sssp1.org/index.cfm/m/261/Racial/Ethnic\\_Minority\\_Graduate\\_Fellowship/](https://www.sssp1.org/index.cfm/m/261/Racial/Ethnic_Minority_Graduate_Fellowship/).

### Social Psychology Section Graduate Student Investigator Award (Deadline: 3/15/2019)

The Social Psychology Section of the ASA invites submissions for the Graduate Student Investigator Award. The award provides support for an innovative and outstanding research project that makes a significant contribution to social psychological scholarship. The proposed research may serve as the applicant's dissertation, thesis, or other publishable research. The award provides up to \$1,000 to meet some of the research expenses associated with the proposed research.



## COMMENTARIES



Defying Labels: From Negative Credentials to Positive Credentials?  
By Liliana “Patty” Flores



*I was around 5 or 6 years old in school.*

“Get on your knees!” yelled my father as he pressed a gun to my mother’s head. Though I was only six years old, I had already witnessed years of abuse. However, rather than letting my past disempower me, my past ignited a passion within me to move towards a powerful future to help others who have had a past similar to mine.

I am a Salvadoran immigrant who came to the United States at the age of 10. In El Salvador, I was attached more to my paternal grandmother than my biological parents who had a tumultuous relationship characterized by severe domestic violence. My parents emigrated to the U.S. when I was 7 years old, but I remained with my grandmother in El Salvador.

Three years later, my parents gathered the necessary money to pay for me to join them in El Norte. My grandmother was very ill with cancer. She had been hospitalized for days. One day, late in the afternoon, her husband told my younger sister and me to get ready – that we were heading north. At the ages of 10 and 8, we left without the opportunity to say goodbye to my grandmother. Sadly, she passed away during my journey to the U.S.



*At the beach in El Salvador. I was around 5 or 6 years old.*

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The journey to the country I now call home was filled with danger. The long and exhausting journey involved crossing three borders from El Salvador to Guatemala, from Guatemala to Mexico, and from Mexico to the United States. My sister and I had to trust complete strangers in transporting us across these three borders. We had been walking for some time when my sister told a guy who was taking us that she had a headache. The guy told her that she would give her a pill as soon as we got to our destination, but I told her not to accept anything from anyone – that we couldn't trust them. As the older sister, I knew I had to protect my younger sister. Although I do not recall all the details of this journey, one vivid memory stands out. I recall we stopped at a stranger's house to sleep when I noticed an avocado tree in their house. I picked an avocado to share with my sister to ease our hunger. When my sister and I finally set foot in Mexicali, Mexico, we got separated. My sister was taken through a different route and entered the U.S. in a vehicle, but I had to climb a ladder and run across the Mexico-U.S. border. My sister and I were not reunited in the U.S. until three days later. I could not wait to call my grandmother to let her know we finally made it to the U.S. Sadly, she died during our journey to the U.S.



*I was out at an event with my group home in 2013*

Although reunited with my parents in the U.S., I was overcome with grief over the loss of my grandmother – the only positive influence in my life. I struggled to learn English and adjust to school, particularly amidst my parents' constant physical, psychological, and emotional abuse. Eventually, the school became aware of my situation and contacted the Department of Children and Family Services (DCFS) when I was 12. By the age of 14, I entered foster care and never returned home again.

Although I was a victim of abuse, the system blamed me for my parents' behavior in an effort to justify their actions. This form of scapegoating, or the "hostile social - psychological discrediting routine by which people move blame and responsibility away from themselves and towards a

target person or group" was commonplace in my life (Namka n.d., p. 1). The blame continued when my parents were being prosecuted at the Los Angeles Children's Court as they blamed me for betraying the family's secrets. This is how children internalize blame; it is how I internalized responsibility for things far beyond my control. As a child, I was taught to be loyal to my family, especially because they brought me to the U.S.; I knew I was supposed to be silent and grateful.

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Unfortunately, once in the child welfare system, things did not get any easier. I started to hang out with girls who lived in the group home much longer than me. We would go AWOL, leaving for days at a time without permission, and bringing alcohol into the house. I was exposed to gang activity and drugs on a daily basis. Over the years, I was kicked out of numerous foster and group homes until I eventually ended up in a juvenile detention facility. At one point or another, I spent time in every single juvenile hall in Los Angeles County. After several birthdays incarcerated, I was released from a probation camp at the age of 18.

I spent most of my teenage years being pushed to the margins of society, being told that is where I belonged. Because of my juvenile record and my grades in school, I could not be accepted in regular



*When I was in a group home in 2013.*

public schools. Instead, I attended continuation schools with other 'at-risk' youth. In *The Mark of a Criminal Record*, Devah Pager (2003) states, "The 'negative credential' associated with a criminal record represents a unique mechanism of stratification, in that it is the state that certifies particular individuals in ways that qualify them for discrimination or social exclusion" (p. 942). Society labeled me as a "delinquent." The continuation school that I was attending was patrolled by an anti-gang unit also known as C.R.A.S.H., Community Resources against Street Hoodlums.

CRASH patrolled on a daily basis making us a target for arrest. Sometimes I would get stopped and searched. I would ask them why they stopped me and they would say that they were looking for weapons – it was all a sham, an excuse to criminalize us for anything that they could find. Victor M. Rios (2011) calls this "overpolicing – underpolicing paradox." Police show very little sympathy for marginalized youth who are also victimized (p. 54). From a young age, I observed how children of color and child victims of abuse are criminalized and demonized by the Criminal Justice System.



*When I was incarcerated in a juvenile Probation camp, Camp Kenyon Scudder*

## COMMENTARIES

Even though many trials and tribulations have been present, education has become a saving grace and a tool of transformation. With no one to lead by example in education, I had to fight to create my own path. While still incarcerated, I enrolled in college and was taking a culinary art class. My release date was approaching, so I told the chef that I was being released soon. He told me that once I was released, I needed to complete his culinary art class at the community college where he taught or he was going to fail me. Days later, I made a comment that I was being released soon, a probation officer told me that I was going to be back soon. When I clarified that I was already 18 and I was not coming back, he noted, “there’s always county jail and prison.”



*When I was incarcerated in a juvenile Probation camp, Camp Kenyon Scudder in 2013. I was doing an interview with Univision.*

I was determined to defy the probation officer’s label and the negative credentials that marked me as delinquent. When I was finally released, I showed up at the community college where the chef taught. I went to his office right before class started, he looked at me and told me that he didn’t think I was going to make it to his class because I was a “jail bird.” There’s no doubt that the people who worked for these criminal institutions have very low expectations of people who were incarcerated.

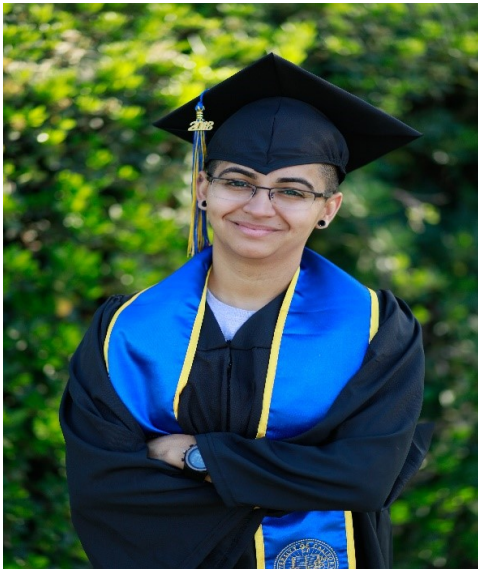
Despite the continuous stigma that followed me, I was excited to learn that the chair of the English Department was awarding me a scholarship my very first semester in community college. At first, I was nervous. I had just arrived to class when she asked to speak with me outside of class. She told me that she was giving me an award for excelling in class. She also sent me a letter that read, “...The student should show originality of thought, a creative turn of mind, tremendous academic promise, and be that unusual student whom the faculty member believes, could go far if encouraged by realizing the professor(s) had faith in him or her.” I learned that I had people who could see the good in me.

Shortly after my release, I found a place to live at a transitional living house through the Independent Living Program for former foster and homeless youth. I also found work at Homeboy Industries, a non-profit organization designed to help gang members and formerly incarcerated people get jobs, academic, and life skills. I used to commute hours on the bus back and forth. I knew that I had to work harder than the average 18-year-old. I worked as a janitor. Due to my school schedule and my commute, I could only work a few hours to help me get through the week. Here, I met my lawyer, Emily Robinson, co-Director at the Loyola Immigrant Justice Clinic. She helped me obtain Deferred Action for Childhood Arrivals (DACA) and file for a U-Visa because I was in foster care, work towards my residency, and, ultimately, towards citizenship. I learned to find resources on my own. I had no option but to learn how to become disciplined and independent at a

## COMMENTARIES

young age. I left the system without knowing how to apply or interview for a job, neither did I know how to go about my first day of classes at a community college. I felt like an outsider. These were challenges I had faced alone as a result of a system that left me without proper guidance, social skills, education, and knowledge of resources that could have helped me.

The experiences that I have lived through have inspired me to pursue a higher education.



*I graduated from UC Riverside with a B.A. in Sociology in summer, 2018*

Okpych and Courtney state that only “about 8% of foster youth complete a college degree by their mid20s, a rate that is nearly six times lower than the general population of young adults” (p. 107). However, my resilience allowed me to overcome these obstacles, and I will not let the statistics on foster youth define me. Hunter, Monroe, and Garand mention that even when former foster youth do attend college, they are far less likely than their peers to earn a degree (10). I graduated from UC Riverside with a Bachelor’s in Sociology and was accepted at University of Southern California for my Master’s in Social Work. I believe that society shapes us in the way we think and behave. I am pursuing a degree in social work so that I can empower and assist those like myself. It is difficult for me to put into words the importance of education in my life. My affiliation with marginalized identities such as being an immigrant, foster youth, LGBTQ+, and being in juvenile halls made me afraid about my future.

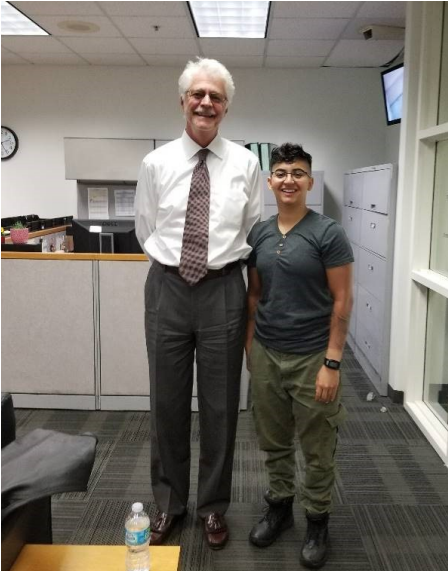
As a social worker, I hope to advance the Grand Challenges of the American Academy of Social Work and Social Welfare. In particular I will utilize my Master’s in Social Work to ensure healthy development for all youth, stop family violence, end homelessness, promote smart decarceration, and achieve equal opportunity and justice.

Many foster youth experience violence in their household or in the streets. They also experience substance abuse, incarceration, and homelessness. My goal is to ensure a healthy environment for these youth and prevent them from experiencing abuse and other forms of trauma. Bruce Link and Jo Phelan (2018) shed light on how people stigmatize by dominating and exploiting others thus allowing those in already advantaged positions to acquire even more wealth, power, and high social status while othering even further the stigmatized groups. The reality is that our criminal justice system and many other social institutions (i.e. education, health, and immigration, to name a few) place blame on marginalized groups. Indeed, the trauma that we experience is often



*I was given an award and trophy by Monica Garcia, LAUSD Board President for my advocacy, leadership, and determi-*

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*With presiding judge, Michael I. Levanas of the Los Angeles County Superior Juvenile Court in 2017.*

minimized by society and researchers who focus primarily on the negative aspects of our lives. By doing so, this type of research diverts attention away from systems of power that reproduce a narrative that marks and stigmatizes us as deviant and criminal.

I don't look at my past as something to regret. Instead, I look to it for guidance, so that I can lead myself and other youth toward a successful pathway. I didn't give up and was able to pursue many goals that are not easily attainable especially for people with negative credentials. I am proud of my desire to help others who are like me, improve social systems, and persevere in the service of the greater good. I am not trying to say that I am proud of all the choices I made, but I am proud that I learned and have grown from them.

I have been given the honor to speak on behalf of youth who have come from similar backgrounds as myself. I have been a voice to many who have had their voices silenced. I have spoken to judges,

board members of the Los Angeles Unified School District, professors, and many others to advocate for education reform, reduced recidivism, and foster youth success. Education has saved my life. It has empowered me to believe in myself and fight for those around me and those who will come after me. I continue to be a panelist for events/programs such as Success is Our Future, organized by the Independent Living Program (ILP) which is funded by probation and DCFS. I will continue to publicly speak on behalf of foster youth and incarcerated youth to provide better solutions for education, incarceration, and the foster care system. I want students never to second guess their academic potential. Anyone, no matter age, gender, sexual orientation, race, class, or origin, can succeed but they cannot do it alone. People must move away from placing blame on marginalized groups and from discourses that pit groups against each other, which brings me to my title, "Defying Labels: From Negative Credentials to Positive Credentials?" I chose this title to complicate my story, and that of others that share my lived experiences, because although education has saved me and now I have earned "positive credentials,"

the stigma that labeled me contributing toward my attainment of negative credentials is not easily wiped away given deeply entrenched systems of oppression. But to end on a positive note, having lived these two worlds, I am committed now more than ever, to continue my path toward a Master of Social Work degree at the University of Southern California, and will continue to defy labels.



*Visiting USC in 2018. Photo credit: Eddie Ruvalcaba from*



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**If you would like to contribute any donations towards my efforts in furthering my education, please visit my [Go Fund Me page](#):**

**To read more about me and my advocacy, please visit:**

[Scpr.org - Learning After Lock Up](#)

[Laist.com - People Thought She Would End Up On The Streets Or Locked Up. She Proved Them Wrong.](#)

[Univision.com - Esta Salvadoreña Logro Superar Anos De Violencia Se supero y Ahora Busca Convertirse En Un Gran Profesional En EEUU](#)

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Reprinted, with permission, from UCR News,

**This former cop wants to develop a more holistic approach to policing**  
*Fulbright Scholar Roberto Rivera looks to Jamaica as a model of restorative justice*

Roberto “Bobby” Rivera spent 20 years as a police officer in Southern California before a medical injury prompted his early retirement in 2011. What he couldn’t have predicted at the time was that the injury that ended one career would also open a door to global research.

Now a doctoral candidate in the sociology department at the University of California, Riverside, Rivera channeled his prior experience in law enforcement into studying criminology. Through his research, he seeks to build a framework for more holistic approaches to policing that consider the larger environments in which crimes occur rather than just the crimes themselves.

“I had numerous Ph.D. offers around the country,” Rivera said of his academic journey. “As a scholar, I wanted to move away from traditional theories of criminology, such as the broken windows theory. I had read Alfredo Mirandé’s book ‘Gringo Justice’ and was influenced by his critical examination of criminology. He, along with other professors from the Department of Sociology, made it quite easy for me to choose UCR to pursue researching alternative policing methods.”

Rivera described holistic policing as a process in which law enforcement perceives and engages those policed with respect and understanding, noting that such a model is an ideal method to focus on human potential and achievement rather than social disorder.

In January 2019, Rivera will begin a 10-month term as the Fulbright U.S. Scholar to Jamaica. With the University of the West Indies at Mona as his base, he’ll conduct in-depth ethnographic research geared toward better understanding Jamaica’s success as a model of restorative justice.

Restorative justice differs from retributive justice in that it views crime as a violation of relationships between individuals rather than as a violation of the law or the state. Communal in nature, it emphasizes rehabilitation through personal accountability and encourages offenders to take responsibility for their actions by seeking reconciliation with both victims and communities, usually in mediated discussion sessions.

Rivera said that although criminal justice practices in the U.S. traditionally have skewed toward retributive, police departments are increasingly starting to examine and incorporate alternative methods used around the world.

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In Jamaica, restorative justice techniques have been in practice since 1994. The country has historically had high levels of violence, resulting in a “traumatized population with lower levels of trust in the criminal justice system,” Rivera said.

In response, the country’s Ministry of Justice piloted its National Restorative Justice Programme in 2012 and formally passed the Restorative Justice Act in 2016. As of this year, the ministry announced that more than 200 restorative justice sessions had taken place across the island, with 1,662 people benefiting from the sessions and plans in place to expand the system to schools, among other environments. “Restorative justice, for me, is a system where everyone has an equal opportunity to access a criminal justice system that’s fair and impartial,” Rivera said. “To go to Jamaica gives me the opportunity to research and advance areas that I’m concerned with, and to see if we can bring back any of Jamaica’s more successful methods to the U.S.”

During his time in the country, Rivera plans to interview at least 30 Jamaican criminal justice practitioners as well as 30 community members, including local representatives from social services and mental health, alcohol, and substance abuse programs. His main aim is to return to the U.S. with the foundation for a new methodology of holistic policing that prioritizes improving trust between law enforcement officers and the communities they serve. In the future, he hopes to use his Fulbright research to influence policymaking that could see restorative justice practices become more common stateside.

Underscoring his research is a belief that current tensions between police officers and marginalized communities in the U.S. could be greatly improved by increasing trust between the two parties. “We now have issues of higher arrest rates, higher sentencing rates, and mass incarceration of people of color,” Rivera said. “We have the highest rate of incarceration of any other country in the world. How did we do that? Who benefits from it? For many in law enforcement, the prototype of a good police officer is someone who goes out and makes a lot of arrests, but the reality is that mindset – and associated behaviors – isn’t working for communities of color, and profound changes are needed within police practice.”

Rivera said fostering trust between police forces and racial minority communities, in particular, will help ensure the safety of those communities for years to come.

“When people who live in communities of color lack trust, they become much less likely to report crimes or to come forward and communicate with law enforcement,” he said. “Maybe they’re afraid of being deported, maybe they have a loved one who’s incarcerated, or maybe they’ve experienced police brutality in their communities or against them personally. But once that trust is eroded it usually never comes back, and the effects become generational.”

<https://news.ucr.edu/articles/2018/11/01/former-cop-wants-build-trust-between-communities-and-police>.

## Visiting Scholar Profile: Łukasz Remisiewicz



Łukasz Remisiewicz is a participant of Sociological Doctoral Studies at the Faculty of Social Sciences at the University of Gdansk (Poland). His scientific interests include sociology of education, matters of cognitive development, philosophy of religion, philosophy of science and sociological theory.

Currently, he is working on a doctoral thesis, where he is analyzing the interactional determinants of learning. He interprets education as a partially institutionalised circulation of symbols which, for various reasons, are unequally distributed and assimilated. Inspired by Randall Collins' theory of interaction ritual chains, his long-term goal is to "translate" a body of literature on educational inequalities to the level of chains of interaction. This would allow to identify universal mechanisms of producing educational inequalities, and therefore may also give hope for their better control.

He is an author of dozen of scientific articles and a book ("Examination in the Sociological Perspective", UG Publishing House, Gdansk 2016). In 2014, he received the Florian Znaniecki First Degree Award from the Polish Sociological Association for the best Master's theses. He also received a scholarship from the Minister of Science and Higher Education for doctoral students in 2017/2018, and his book was honoured by the Gdansk Branch of the Polish Academy of Sciences.

He spends his free time playing music - singing, playing instruments and producing.

## Visiting Scholar Profile: Tatiana Mednikova, PhD



Tatiana received her PhD in Higher Education/Pedagogy from RUDN University, Moscow. Her thesis focused on higher education policies and graduate employability in Russia and the USA – her interest in this topic was sparked by her experience as a Fulbrighter in Minnesota, US, in 2010-2011. At the moment Tatiana is pursuing her second PhD degree, in Sociology at the University of Surrey, UK, and her research project aims to investigate how study abroad experience in established democracies affects Russian students' socio-political identity. Her research interests include higher education, international mobility, identity, migration, political participation, and democratization.

Tatiana has also held positions in quality assurance departments both in Russia and the UK. She was responsible for international accreditation reviews and academic planning process. She speaks Russian, English, French and is currently learning Italian. Her hobbies include yoga, cooking, gardening, reading and travelling.

## Visiting Scholar Profile: Dina Aly Ezzat, PhD



**Dr. Dina Aly Ezzat** is a Fulbright Egyptian Scholar affiliated with the Department of Sociology at the University of California Riverside. She is a full lecturer in the Department of Sociology at Assiut University, Egypt. Her line of research adopts a multi-disciplinary approach that encompasses Religion and Violence, Gender and Middle Eastern Societies, Population Health, and Environment and Society.

Under religion and violence, Dr. Aly investigates why and how Arab men use Islam to justify intimate partner violence, often by selecting verses of the Koran that they wrongly believe subjugates women, while ignoring those verses that talk about equality of the sexes. She also links elements of Middle Eastern culture to international terrorism, such as the practice of revenge killings.

With regard to gender, Dr. Aly studies marriage and divorce laws and practices in Egypt, and how these work against women (for example in child custody and property rights), regardless of educational attainment and social class of women. Ultimately, she concludes that unequal distribution of political, economic, societal, and traditional power is the main culprit. Under the framework of population health, Dr. Aly studies trends and differentials in suicide in Egypt, and identifies reasons why suicide rates appear to be low in Egypt and other Arab nations. She further does both qualitative and quantitative investigation of the emigration of high skilled Egyptians from the country to foreign lands, and analyses what could be done to retain high human capital for national development.

Dr. Aly is the author of numerous books, including *Environment and Society*, *History of Social Thought*, *Economic sociology*, *Professional Sociology*, *School Violence*, *Community Development*, *Theoretical Trends in Sociology*, *Political sociology*, *Industrial sociology*, and *Modern methods in social research*.

## Staff Spotlight

### Sharon Shanahan, MBA

### Contract and Grants Analyst

**Question:** How long have you been with the UCR sociology department?

**Shanahan:** I have been with the University of California, Riverside since April 1992. I started with Sociology in May 2016.

**Question:** Can you tell us a little bit about what brought you here?

**Shanahan:** I worked in the Accounting Office working with Contracts and Grants. After nine years with Accounting, I decided I wanted to work in a department working with Contracts and Grants with Faculty. I worked in Chemistry and then the CHASS Dean's Office managing several Centers. I have always enjoyed working with C&G and when the opportunity arose to work in the Anthropology/Sociology Administrative Unit, I jumped at the chance.

**Question:** Can you tell us a bit about your responsibilities, including those you think most people might not know?

**Shanahan:** My main responsibilities are to work with faculty and grad students to prepare and submit contract and grant applications. I prepare budgets and budget justifications. I gather the documentation necessary to apply for funding. I assist by proofreading the documents and then uploading the final application into the agency's on line system. Another aspect of my job is to prepare appointment files and do the hiring of Lecturers. I do not make the decision on who to hire, but I finish the process of hiring.

**Question:** What is your favorite part of your job and why?

**Shanahan:** My favorite part of my job is reading the project descriptions of faculty and grad students. The research being conducted is fascinating to me. I also enjoy putting together budgets.

**Question:** Anything else you'd like to share?

**Shanahan:** I truly enjoy assisting faculty and students with Contract and Grant issues. But please feel free to ask anything, I will find the answer for you.

## New Faculty Profile: Chioun Lee, PhD



**By: Justen Hamilton**

**Hamilton:** So, I see that you graduated with a Bachelor of Science in Nursing in 2000, you received a Master's degree in sociology in 2005, and eventually received your Ph.D. in sociology in 2012. Can you talk a bit about this journey and what inspired you to transition from a career in nursing to a career in sociology?

**Lee:** When I was a nursing student, I didn't even know what sociology was! And, in Korea, many sociology students were engaging in the demonstration against the government by dictators in until late 80s. So, some people believed that people working in sociology were sort of Communists—not my generation, but my father's generation and older generations strongly believed that—so I didn't even know about sociology. I ultimately got introduced to sociology through my experiences with health inequalities as a nurse. I was an RN and I worked in an endocrinology unit in a university hospital, which was very difficult for me. Endocrinology involves so many medications, and the patients often have multiple chronic health conditions. At the hospital I worked in, people would have three or four *chronic* conditions. As you know as a quantitative researcher, you know that sometimes you should emotionally detach yourself in the field or observations. During my nursing practice, I couldn't. And, sometimes patients in my unit died from terminal cancers or different severe conditions. It was so sad. I couldn't sleep, and emotionally it was really hard for me. But, one thing I realized from that is that, in Korea, there is a gender hierarchy in the medical system. At the time I worked in the hospital, ninety-nine percent of nurses were women. Maybe eighty percent of doctors were men. So, there is a gender hierarchy between different professional jobs and, also among nurses, there are different hierarchies based on their seniority. I couldn't endure that kind of hierarchy. I worked as a nurse for about a year in the university hospital and at a local clinic before I thought that I really needed to do something different. And then what happened is I met some friends and one of them introduced me to sociology! He told me, "If you are thinking about health inequalities and the hierarchies within the medical system—gender hierarchies, that kind of stuff—then you need to study sociology." He introduced me to sociology and philosophy, and when I first started reading sociology I thought, "Oh, my God! This is a different world! I have to study this!"



**Hamilton:** What projects are you currently working on now and what do you hope to accomplish in the future?

**Lee:** Currently, I have a grant from the NIH to study how the stress we experience in early life—stress can be poverty, it can be abuse, it can be house dysfunction—affects our health in midlife and old age. I'm particularly interested in gender differences. So, the first gender question is basically, "How does this exposure to certain types of adversity vary by gender?" The second question asks, "When people experience similar types of adversity, does the effect differ by gender?" The last question is, "If there is an intervening mechanism—low education, unhealthy behavior, mental health problems—does this mechanism differ by gender?" The reason that I'm doing this is because men and women are so different in terms of, not only biology, but also socialization processes, social mobility in terms of their life chances. So, the gender-specificities of this mechanism have to be investigated. In terms of health outcomes, I'm particularly interested in chronic obesity and cardiovascular diseases. The reason is that obesity and cardiovascular diseases are major public health concerns in the United States. Studies have found that, for example, when women and men are exposed to poverty and grow up in low SES families, women are more likely to be obese than men when they become adults. It starts in adolescence, actually. We see them diverging over time. And we know that obesity is a source of different chronic conditions and predicts premature death. So, this is what I'm doing currently. My grant from NIH is until 2021, so that is what I'm working on. I also want to expand my research to include other structural factors such as race/ethnicity. So, for example, how growing up as a black girl is different from growing up as a white boy and how this would lead to different exposure to various life adversities and health outcomes.

**Hamilton:** As a sociologist, what do you enjoy most about your job?

**Lee:** I'm an interdisciplinary scholar and, as a sociologist, I like to think maybe I can communicate sociological knowledge and theory to my collaborators. Most of them are actually psychologists. I enjoy how much the theory and the context of social structure really matters. Most of the time I'm analyzing population-based data sets, as are epidemiologists and psychologists. I think that I can contribute as a sociologist by really emphasizing the social context. Suppose that we have the same data with the same tables and same findings; scholars from other disciplines can publish the paper with same outcomes, but my role is to try to make more of a story about why social structures and social contexts matter. I really enjoy that and, I think, my psychologist collaborators really appreciate that.

**Hamilton:** As graduate students, we are tasked with a heavy load of course work, assisting professors through TAs and RAs, preparing for and completing exams, while also making time to conduct and publish our own research, present at conferences, etc. What advice would you give to students on how to balance these various tasks and perhaps even prioritize them?

**Lee:** My advice would be that if you want to survive this arena of academia, this is your time of training. I would try think positively about it because if you can learn how to balance your work load now, you will be better trained for the future when you get a job. Another thing I would advise to graduate students is to focus on publishing. Good publications can really help you to compete on the job market with other students who might come from more famous programs, which get more recognition. If you want to work in a teaching school then focus on teaching as well but, if you want to work at a research university, you really have to focus on getting your work published. It's also really worthwhile to pursue national awards. An award from a national organization like ASA is can really open doors for you. And, the last one, I think, is hard work. People say that hard work is really important, right? But, for me, hard work is just a basic condition to survive in academia. It's hard to define precisely, but the important thing is to set deadlines and keep them. Work as a researcher is can be an extremely lonely job because we have to set up the deadlines every time and then work, and we often work long hours. It's really not for everyone, so I'd recommend also taking some time to think about what type of industry job might be good for you. It's good to develop some skills that could make you valuable on the industry market. I would advise that you think in advance after one, two, or maybe three years if you really want to do academic research or to get an industry job. And, there are also a lot of industry jobs that are related to research.

**Hamilton:** Lastly, what are some things that you're passionate about outside of sociology?

**Lee:** I recently got a new hobby: an edible garden! California's weather is awesome, so I first decided to grow some flowers but then I thought, what are you going to do with flowers? So, I started planting kale, cabbage, broccoli, bell peppers, and Swiss chard! So, that is my hobby. I have a two-year old son and he is the most important thing in the world but after him, it's my other babies: baby vegetables! I check them in the morning and in the evening, but they have so many problems. So, I have to take care of them really well. That is my hobby!



## New Faculty Profile Randol Contreras, PhD



**By: Stalin Plascencia-Castillo**

Dr. Contreras was born and raised in the South Bronx and first received an Associates degree from Tompkins Cortland Community College, then a Bachelor of Arts degree from the City College-CUNY, and then a Ph.D. in Sociology from The Graduate Center-CUNY. While working on his doctorate, Dr. Contreras remained grounded in his South Bronx community and studied how young men got caught up in the local drug economy. Ultimately, he wrote his dissertation on this topic, which later became a multiple award-winning book, *The Stickup Kids*. I was fortunate to chat with Dr. Contreras and learn about his 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. Contreras to our department.

**Plascencia-Castillo:** What prompted your interest in Sociology and more specifically the topics you address in your studies?

**Contreras:** I became fascinated with sociology after learning about C. Wright Mills and the sociological imagination. I specifically became fascinated with how our life chances are shaped by the intersections of our biographies, history, and social structure. Upon learning more about Mills, I began to see how social phenomena outside of individuals shapes and influences the way they make meaning of the world. This helped me understand the central mechanisms of poverty as well as the lives of people who live in the margins of society.

**Plascencia-Castillo:** Given all that you have learned in your area of study, how would you like to intellectually branch out?

**Contreras:** I would like to have my work reach the communities that I study. I would like to help community members understand why their neighborhoods are the way they are, especially if their community is experiencing high levels of street crime and high levels of poverty. Ultimately my aim is to do more public sociology since I want my work to reach high-school students, community college students, and undergraduate students who can be positively impacted after learning about their social world from a sociological perspective. It is my ultimate goal to expand my audience beyond the academy and to have the folks I write about learn from my work.

**Plascencia-Castillo:** 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?

**Contreras:** One of the greatest things about being at UC-Riverside is that I actually see myself in the students who are in our classrooms. I was once one of those students and it makes me feel good to be a resource for students who are first generation in their family to attend college and who are working-poor or working-class. I love that I can help our students navigate their baccalaureate years, help them think about graduate school, and show them that their experiences matter and that they can write about things that matter the most to them, even if it is their own community.

**Plascencia-Castillo:** What classes would you like to teach in the future?

**Contreras:** I would like to teach a course on gangs and a course on drugs and crime, both for undergraduate students. In both courses students would learn how the drug economy, the legal economy, the political process, crime policies, and public attitudes impact marginal communities that feature street-level drug markets and street gangs. I would also like to teach an ethnography course for our graduate students, where they learn about the different genres within ethnography and help students take the best from each genre to improve their own writing and analysis.

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

**Contreras:** The advice I would give students is very practical. I want students to treat their doctoral studies as a job. Your life revolves around it! Make sure to put in your hours every day. Write every day and read every day. I would also advise our students to engage in the process of developing their own academic identities. I want them to start seeing themselves as potential contributors to the academic conversation – important contributors. They have to know that their ideas matter and should never sell themselves short. I want our students to know that just like renowned scholars have contributed to the sociological conversation, they can do the same. They just have to dare to do so.

**Plascencia-Castillo:** When you are not working, what are your hobbies, what do you do?

**Contreras:** When I am not reading or writing, I'm out in the field with the people I study. I also really like watching sports, like baseball, basketball, football, and mixed-martial arts. I definitely love to travel and enjoying seeing different parts of the world. I wish I could do more of it [travel] – but I'm always reading or writing, and feel like I never have time! One of the most memorable places I visited was Paris since it let me know that there are cities just as beautiful as those in the US. I got to see how people in a different part of the world balanced their work and life, which was amazing since they [Parisians] were so social and not worried about looking like they were “slacking,” which is how they would probably be perceived in the US. We tend to have a “do more, do more, do more” mentality, even if what we “do more” of is of poor quality. I'll be going to a conference in Spain next summer and I can't wait to meet folks from there to learn about their lifestyles and exchange intellectual ideas.



## New Faculty Profile: Rengin B. Firat, PhD



**By: Phoenicia Fares**

With much enthusiasm we welcome Dr. Rengin B. Firat to the department of sociology here at the University of California, Riverside. Dr. Firat received her B.A in sociology from Koç University in Turkey and her M.A. and Ph.D. in sociology at the University of Iowa in 2013. She previously held a Post-Doctoral Researcher position at the Evolution, Cognition, and Culture Laboratory at the University of Lyon, France from 2013 to 2015 and was an Assistant Professor for the Global Studies Institute, Department of Sociology, and the Neuroscience Institute at Georgia State University from 2015 to 2018. She is currently an affiliate with the Laboratory for Comparative Social Research at the Higher School of Economics in Russia as well as the Social Psychology Research Laboratory here at the University of California, Riverside. Dr. Firat is also an Emerging Diversity Scholar (2013) from the National Center for Institutional Diversity at the University of Michigan. Please join me in welcoming Dr. Rengin B. Firat to our sociology faculty!

**Fares:** Can you tell us a little about your work?

**Firat:** Sure! I often tell people that I am a ‘weird’ sociologist who is very interested in discovering difficult to observe mental mechanisms of social behavior. I am primarily a social psychologist; so, I am curious about how our minds organize and respond to core social phenomena, particularly those pertaining to contemporary social problems such as racial animosity, political conflict or health and well-being inequalities.

**Fares:** How would you describe your methodological approach to sociology?

**Firat:** I am a quantitative sociologist. I have a novel mixed-methods approach that integrates traditional survey and experiment analysis with neurological techniques including brain imaging. I am excited to start conducting experiments in the Social Psych lab and the new UCR Center for Advanced Neuroimaging!

**Fares:** Studying the brain is not something we typically see in sociology. Can you speak a little to the role that studying the brain has in sociology?

**Firat:** Yes, studying the brain is very new to sociology. I believe that studying the brain can help shed light on the underlying mental mechanisms of social behavior. This is very important for especially us micro-sociologists because it enables us to move beyond speculation on to the elusive processes of the mind to the exact neural mechanisms that correspond to the ‘social mind’. This is by no means biological reductionism or determinism as most of the contemporary neurosciences already acknowledge that the human brain is a very social organ that is shaped by the external experiences as well as internal reflections of a person. So, society has a crucial role in human brain functioning; and, thus sociologists should be included in this dialogue on understanding the neural mechanisms of core social phenomena. Furthermore, studying the brain might help us reveal the subtle and implicit processes of social behavior. As most of us sociologists know, there are various attitudes and emotions that are not readily explicit to the person. Societal pressures might influence our expressions of unacceptable behavior or thoughts (as the vast literature on racial bias shows), or even in some cases people might not even be aware of their own biases or feelings. Technologies that help us gather data directly from the human brain and the body can tap into these automatic and bodily responses that might not be easily observable.

**Fares:** What is your favorite aspect of sociology? Social psychology?

**Firat:** My favorite aspect of both sociology and sociological social psychology is that we are able to think about the structural aspects—such as social inequalities, status hierarchies or institutions—of social and psychological processes that other disciplines tend to overlook. I think this is a big contribution to social sciences and sciences in general.

**Fares:** Do you have any advice for students starting graduate school?

**Firat:** Yes, study topics you are passionate about! Find out what makes you tick and don’t be scared to explore new areas, theories on your journey.

**Fares:** Do you have any pets or hobbies?

**Firat:** I have a five year old rescue English cocker spaniel, named Vila. I had him since he was seven months. He is quite the world traveler. He has lived in two countries and three cities with me and believe it or not holds a European passport. In my free time, I love going on hikes with my dog, Vila. We have been exploring the wilderness parks around us so far. I am also very much into reading comic books and science fiction or speculative fiction. And I have also been practicing Muay Thai and kickboxing. I have a killer right roundhouse kick. :)

## FACULTY PUBLICATIONS

- Brint, Steven.** . *Two Cheers for Higher Education: Why American Universities are Stronger than Ever – and How to Meet the Challenges They Face*. Princeton, NJ: Princeton University Press.
- "Brint's agenda-setting book maps out a number of surprisingly optimistic trends for higher education while engaging deeply with decades of scholarship. He brilliantly combines a original big-picture framework with rich and compelling data analysis. My advice is to buy it, read it, study it, argue with it, build on it." (Jerry A. Jacobs, University of Pennsylvania)
- Carpiano, Richard M.** and Donald L. Chi. 2018. "Parents' Attitudes towards Topical Fluoride and Vaccines for Children: Are these Distinct or Overlapping Phenomena? *Preventive Medicine Reports*, 10, 123-128. Open Access: <https://doi.org/10.1016/j.pmedr.2018.02.014>
- Almeida, Paul and **C. Chase-Dunn** 2018 "Globalization and social movements" *Annual Review of Sociology* Vol. 44:1.1–1.23 <https://www.annualreviews.org/doi/10.1146/annurev-soc-073117-041307>
- Chase-Dunn, C** and Hiroko Inoue 2018 "**Long Cycles and World-Systems: Theoretical Research Programs**" Pp. 467-483 in William R.Thompson (ed.) *Oxford Encyclopedia of Empirical International Relations Theories*, Volume 2. New York: Oxford University Press and the online Oxford Research Encyclopedia in Politics. IROWS Working Paper #115 <http://irows.ucr.edu/papers/irows115/irows115.htm>
- Chase-Dunn, C.** and Jennifer S.K. Dudley 2018 "The global right in the world revolutions of 1917 and 20xx" Pp. 55-75 in Jerry Harris (ed.) *Perspectives on Global Development and Technology* 17 Leiden: Brill
- Chase-Dunn, C.** and Sandor Nagy 2018 "Global Social Movements and World Revolutions in the Twenty-First Century" Pp. 427-447 in Berch Berberoglu (ed.) *The Palgrave Handbook of Social Movements, Revolution and Social Transformation*. Cham, Switzerland: Palgrave MacMillan
- Contreras, Randol.** 2018. "From Nowhere: Space, Race, and Time in how Young Minority Men Interpret Encounters with Gangs." *Qualitative Sociology* 41(2): 263 – 280.
- Lauka, Alban, Jennifer McCoy and **Rengin Firat.** 2018. "Mass Partisan Polarization: Measuring a Relational Concept." Special Issue of *American Behavioral Scientist* on Polarization and Democracy: A Janus-Faced Relationship with Pernicious Consequences, (62)1: 107 - 12.
- García, San Juanita.** 2018. Living a Deportation Threat: Anticipatory Stressors Confronted by Undocumented Mexican Immigrant Women. *Race and Social Problems*. Vol. 10(3): 221-234. (Refereed) <https://doi.org/10.1007/s12552-018-9244-2>
- Lee, Chioun.** 2018, "Adult Children's Education and Physiological Dysregulation among Older Parents." *Journal of Gerontology: Social Sciences*. 73(6): 1143-1154.
- Lee, Chioun,** Carol Ryff, and Chris Coe. 2018 "Gender, Early Life Adversities, and Adult Health." *Oxford Handbook of Integrative Health Science*, edited by Carol Ryff and Robert Krueger. New York: Oxford University Press.
- DeVylder, Jordan E., Ian Kelleher, Monique Lalane, Hans Oh, **Bruce G. Link,** and Ai Koyanagi. "Association of urbanicity with psychosis in low-and middle-income countries." *JAMA psychiatry* (2018).



## FACULTY PUBLICATIONS

- DeVylder, J. E., I. Kelleher, H. Oh, **B. G. Link**, L. H. Yang, and A. Koyanagi. "Criminal victimization and psychotic experiences: cross-sectional associations in 35 low-and middle-income countries." *Acta psychiatrica Scandinavica* (2018).
- Dupont-Reyes, Melissa J., Alice P. Villatoro, Jo C. Phelan, Kris Painter, and **Bruce G. Link**. "Patterns of aggressive behaviors across mental health in sixth graders." *Journal of interpersonal violence* (2018): 0886260518793991.
- Villatoro, Alice P., Melissa J. DuPont-Reyes, Jo C. Phelan, Kirstin Painter, and **Bruce G. Link**. "Parental recognition of preadolescent mental health problems: Does stigma matter?." *Social Science & Medicine* (2018).
- Oselin, Sharon S.** 2018. "Challenging Stigma: Identity Work among Male Sex Workers in a Recovery Program." *Sociological Perspectives* 61(2): 240-256.
- Allison, Juliann Emmons, Joel S. Herrera, **Ellen Reese**, and Jason Struna. Forthcoming. "**THE** MATRIX OF EXPLOITATION AND TEMPORARY EMPLOYMENT: EARNINGS INEQUALITY AMONG INLAND SOUTHERN CALIFORNIA'S BLUE COLLAR WAREHOUSE WORKERS." *Journal of Labor and Society*.
- Reyes, Victoria.** Forthcoming. "Ethnographic Toolkit: Strategic Positionality and Researchers' Visible and Invisible Tools in Field Research" *Ethnography*
- Reyes, Victoria.** 2018. "Can Ships Help Cultivate Cross-Country Ties?" *Sociological Insights for Development Policy* 3(1): 1-2  
- Reprinted with slight revisions on the Scholars Strategy Network, October 15, 2018, "How Arriving Ships Impact Port Communities and Economies" <https://scholars.org/brief/how-arriving-ships-impact-port-communities-and-economies>
- Stets, Jan E.**, Peter J. Burke, and Scott V. Savage. "Exchange, Identity Verification, and Social Bonds." *Social Psychology Quarterly* 81, no. 3 (2018): 207-227.
- Stets, Jan E.** 2018. "Commentary: Jealousy as a Specific Emotion: The Dynamic Functional Model." *Emotion Review*, <https://doi.org/10.1177/1754073918785780>.

*The publications shown here do not reflect the full productivity of the graduate faculty*

## FACULTY PUBLICATIONS

### The Dossier: Gringo Injustice

Graduate students Katherine Maldonado, Roberto Rivers, and Stalin Plascencia-Castilla published essays for a special Dossier on Gringo Injustice in the recent issue of *Aztlán*, the leading journal in Chicano Studies (Vol. 43, No. 2, Fall 2018). The dossier attempts to initiate a dialogue on a very important and neglected topic—the relationship between Latinas/os and the legal and judicial system, examining the unauthorized use of deadly force by police, and the racial profiling of Latinos.

The contributors to the Dossier have had unique first hand personal experience with the legal and judicial system. Of the six contributors; two (Roberto Rivera and Richard Alvarado) are retired law enforcement officers; two previously gang affiliated youth (José S. Plascencia-Castillo and Katherine Maldonado); and two (Maritza Pérez and Alfredo Mirandé) attorneys; Perez a civil rights attorney and Mirandé, sociologist and criminal defense lawyer. The final contributor (Robert Durán) is a transitional figure who was first a gang member as a youth, and then worked in juvenile probation before becoming a community activist and engaged scholar.

The essays deal with a broad range of topics surrounding Latinos and the legal and judicial system. Maritza Pérez, a Washington, DC-based civil rights lawyer and policy analyst, opens the dossier by providing a historical lens for examining the lynching of Latinos in the 19<sup>th</sup> and early 20<sup>th</sup> centuries, hate crimes, and how current anti-Mexican political rhetoric correlates with the rise in the number of Latinos falling victim to hate crimes and state-sanctioned violence.

The next two essays provide critical insider perspectives on officer involved shootings. Robert Durán, provides an in-depth overview of police killings of Latinos/as in the Southwest. Roberto Rivera, a retired law enforcement officer, presents a case study of a community policing initiative aimed at quelling conflict between barrio residents and the police. He critically evaluates the ADELANTE Project, a community-policing program that emerged in response to three separate police shootings of Latinos in a California community over a period of four days.

Richard Alvarado, UCR alum and former Deputy Warden, at the Chino Men's Prison, proposes that the War on Drugs, criminalization of non-violent drug offenders, and profiling of young people of color as "dangerous criminals" signaled the beginning of mass incarceration in the United States. California became the primary testing ground for carceral policies and practices that would soon make it the largest prison system in the United States. California's response to mass incarceration and prison over-crowding was Assembly Bill 109, the Public Safety Realignment Act (Realignment). Despite the bill's mandate to shift the management of offenders from state to local counties, criminal justice practitioners continue to profile, arrest and incarcerate Latinos and blacks at a higher rate than the general population.

## FACULTY PUBLICATIONS

The ensuing two essays look at policing from the perspective of gang affiliated barrio youth. José S. Plascencia-Castillo, insightfully describes “a dual system of justice,” in in Barrio Pico in which low-income urban Chicanas and Chicanos are targeted and receive harsh punishment for offenses that go unpunished outside of stigmatized neighborhoods and the criminalized status of gang membership, employing a Foucault concept of the panopticon to analyze the effects of systemic, indirect surveillance on Chicana and Chicano youngsters in the barrio.

Katherine Maldonado, turns to the important and neglected topic of teen gang-affiliated mothers. Employing a Chicana feminist, intersectional analytical framework, she seeks to go beyond the Youth Control Complex, arguing that for young women like herself, a teen mother at age fifteen, the complexity of hyper-criminalization is one that becomes not only intergenerational but also inextricably gendered, race based, and self-sustaining (Díaz-Cotto 2006).

In the final essay, Alfredo Mirandé, focuses not only on the social construction of whiteness and how white privilege plays out in an immigration context but also on how race affects the selective enforcement of the Fourth Amendment prohibition against unreasonable searches and seizures by ICE and the Border Patrol, as well as the legal doctrine surrounding the constitutionality of border stops. Mirandé argues that in an immigration context, there is a tacit Mexican or Latino exception, which has led to the evisceration of Fourth Amendment protections for Mexicans and “Mexican looking” people residing on both sides of the border.



## Faculty Awards, Grants & Honors

**Richard Carpiano** is a co-investigator on a newly awarded, 5 year grant "Developing Topical Fluoride Hesitancy Measures for Causal Modeling and Intervention Research" (PI: Donald Chi, University of Washington School of Dentistry) funded by the National Institute of Dental and Craniofacial Research.

**Christopher Chase-Dunn** has been appointed to the University of California Press Editorial Board. As the Director of Economic Mobility for the Center for Social Innovation (CSI) at UCR, Ellen Reese has received a research grant through the CSI to supervise research on the state of work in Riverside and San Bernardino Counties, a project funded through the James Irvine Foundation and the Weingart Foundation. My co-authors and I are currently in the process of finalizing this report, which will be released this November along with additional supplemental data for the CSI website. Through the CSI grant, I supervised the following research assistants last summer: Luis Higinio (UCR Sociology graduate student), Saman Banafti (UCR Economics graduate student), and Mirella Deniz-Zaragoza (UCR School of Public Policy graduate student, and an alumnus of our undergraduate sociology program).

**Garcia, San Juanita.** Co-Principal Investigator Growing up in an Anti-Immigrant Policy Climate: Latino Children's Role in the Ethnic Racial Socialization Process. Collaborative Seed Grant, Research and Economic Development (RED), University of California, Riverside, Duration: 2018, Amount: \$10,000

- The picture represents a teddy bear that one of the young children I interviewed in the course of this research gave me. The child put the teddy bear into my backpack and I found it adorable.



**Garcia, San Juanita.** Principal Investigator. Omnibus Travel Grant, Committee on Research of the Riverside Division of the Academic Senate, University of California, Riverside: Duration: 2018, Amount: \$950

**Garcia, San Juanita.** [Summer Institute in Migration Methods](#). University of California, Berkeley, Duration: June 17, 2018-June 28, 2018. The institute brought together an interdisciplinary group of migration researchers from various academic career stages including: graduate students, post-doctoral fellows, and junior faculty.

\*I want to acknowledge Jennifer Van Hook, who first told me about this opportunity.

**Garcia, San Juanita.** [Butler-Williams Scholars Program](#), National Institute of Aging, National Institutes of Health, Bethesda, Maryland, Duration: July 30-August 3, 2018 This program provides unique opportunities for junior faculty and researchers who are new to the field of aging to gain insight about research on aging from a number of perspectives.

\*I want to acknowledge my colleague Chioun Lee who previously participated in the program and encouraged me to apply. She was generous enough to share her materials with me. I also want to acknowledge my other colleagues: Bruce Link and Augustine Kposowa for writing letters of recommendation. Thank you all for being supportive colleagues! Please review the following video to learn more about the program: [The Butler-Williams Scholars Program: What You Need to Know](#)

## Faculty Awards, Grants & Honors (CONT)

**Garcia, San Juanita.** Selected to participate in the upcoming RCMAR Preconference Workshop titled: [Stress and Resilience: Concepts and Measures for Minority Aging Research](#) to be held November 14, 2018 in Boston, Massachusetts.

\*I want to acknowledge Steven Wallace and Carl Hill for extending the invitation to the Butler Williams Scholars Program 2018 cohort. Our conference fees were waived to those interested in the pre-conference.

**Garcia, San Juanita.** Anonymously nominated and selected to serve as a Council Member for the American Sociological Association's Section on Race & Ethnic Minorities (SREM)

**Link, B. G.** PI of Subcontract to UCR. \$131K. National Institute of Health – National Institute of Minority Health and Health Disparities. “Stress, Resilience and Aging Processes.”

**Reyes, Victoria.** 2018. Susan Bulkeley Butler Center Fellowship, Conference for Pre-Tenure Women, Purdue University (free registration, one-night hotel stay)

**Reyes, Victoria.** 2018 Elected Council Member of the ASA's Sociology of Culture and Consumers and Consumption sections

Per an invitation from Dr. Takashi Inoue, who arranged funding and logistics, **David Swanson** will be a visiting professor at Aoyama Gakuin University in Tokyo from October 27th to November 12th

### Faculty in the News

**Richard Carpiano** was interviewed for a news article in the Desert Sun, “[California's Most Expensive Proposition Battle Pits Kidney Dialysis Providers Against Unions](#)” (October 24, 2018)

**Richard Carpiano's** co-authored research on anti-vaccination stigma and policy support was featured in The Atlantic, “[How Misinfodemics Spread Disease](#)” (August 30, 2018)

**Ellen Reese's** co-authored research on community benefit agreements and economic project agreements in the Inland Empire was cited in this news article:

<https://www.citylab.com/life/2018/04/california-inclusive-development-amazon-hq2/554366/>

- A copy of the co-authored report discussed in this news article and at the event above can be found here:

<https://irle.ucla.edu/wp-content/uploads/2018/02/IRLE-Research-and-Policy-Brief-40-Final-PDF.pdf>

**Reyes, Victoria.** August 3, 2018. “[Navigating Stressful Life Events](#),” *Conditionally Accepted at Inside Higher Ed*

## Recent and Upcoming Events

**Steven Brint** spoke at the Institute for Advanced Studies in Princeton, NJ on his new book, *Two Cheers for Higher Education: Why American Universities are Stronger than Ever — and How to Meet the Challenges They Face*, on October 22, 2018

**Firat, Rengin.** “Capturing Emotions using Functional Magnetic Resonance Imaging (fMRI)” Paper presented at the Methodological Advances in the Sociology of Emotions Invited Session at the Annual Meeting of the American Sociological Association, Philadelphia, PA. August 2018.

**Firat, Rengin** and Linzie Taylor. “An fMRI Investigation of the Effects of Individualistic vs. Collectivistic Priming on Responses to Social Exclusion” Paper presented at the Neurosociology: Fundamental Advances and Applications Invited Session at the Annual Meeting of the American Sociological Association, Philadelphia, PA. August 2018.

Saturday Oct. 20 at Cal State Los Angeles (CSULA), the Sociology Department had their Graduate School Forum. **Randol Contreras** served as a faculty panel member, while **Ralph Pioquinto** was part of the student panel. In addition, **Randol Contreras** facilitated a student workshop on CV/Resume, while **Ralph Pioquinto** facilitated a workshop on Writing Personal Statements.



## Recent and Upcoming Events

**Reese, Ellen.** 2018. "Improving Economic Development Outcomes through Community Benefit Agreements," Research presentation made at the "Building a consensus toward a brighter vision for tomorrow work session" for about 25-30 elected city officials, community leaders, and union representatives at the Teamsters local 1932 union hall in San Bernardino on April 25.

**Reese, Ellen.** 2018. "Families and the Life Course, Class, and the Social Meanings of Roommate Relationships in the United States." Paper presented at the 2018 annual meeting of the Society for the Study of Social Problems, Life Course Perspectives and the Family Session, August 10.

**Reese, Ellen** 2018. Invited presentations for AFSCME Local 3299 members and supporters. UC-Riverside, May 8 and October 23.

**Victoria Reyes** will be giving two invited talks based on her forthcoming book *Global Borderlands: Fantasy, Violence and Empire in Subic Bay, Philippines*. One is for the University of Oregon's Department of Sociology Colloquium Series, which will take place on January 25, 2019 and the other will be part of UCLA's Asian American Studies Department's "The Philippines and its Elsewheres" speaker series sometime during the winter quarter 2019. She will also be presenting the "Sex and Romance" chapter from her forthcoming book at the annual Social Science History Association's annual meeting in November 2018.

**David Swanson** will be giving three invited lectures on different applications of the cohort change ratio method at Aoyama Gakuin University: (1) The National Institute of Population and Social Security Research, October 31st; (2) Kyoto University, November 5th; and (3) Aoyama Gakuin University (where Takashi is a professor in the Department of Public and Regional Economics), November 7th.



Professor Swanson at the after-talk dinner hosted by Dr. Reiko Hayashi (to his left), Director of International Research and Cooperation at IPSS.

## Recent and Upcoming Events

### UCR Sociologists at the ASA Minority Fellowship Program's Reception



From left to right: San Juanita Garcia (UCR faculty), Ana Ojeda (UCR grad student), Eduardo Bonilla-Silva (ASA Past President), Evelyn Pruneda (UCR grad student), Bobby Rivera (UCR grad student)



From left to right: Melinda Messineo (UCR alum), Manuel Barajas (UCR alum), San Juanita Garcia (UCR faculty), Bobby Rivera (UCR grad student), Katherine Maldonado (UCR grad student and MFP fellow), Stalin Plascencia-Castillo (UCR grad student:), Evelyn Pruneda (UCR grad student), Ana Ojeda (UCR grad student) Tanya Nieri (UCR faculty)



## Recent and Upcoming Events

**García, San Juanita.** Invited Keynote Speaker for the Latinas/os in the US and Beyond: Diverse Perspectives on Latina/o Communities workshop hosted by the Chicano/Latino Studies Program at the University of California, Irvine.



**García, San Juanita.** 2018. “Viviendo Bajo Amenaza de Deportación: Los Factores de Estrés Confrontados por Mujeres Mexicanas Indocumentadas en los Estados Unidos.” VIII International Congress of the Latin American Population Association (ALAP), Puebla, Mexico, October 23-26 2018.

[News story about the conference](#), which my collaborator Verónica Montes de Oca from UNAM (pictured to the left of me) served as the President and Organizer of the conference.



Ann Cheney, Assistant Professor from UCR School of Medicine and member of the Immigrant Health Research Collaborative group, also presented in Puebla.



Tamales served at the closing ceremony of the conference!



Ice cream served at the closing ceremony of the conference, from [Heladería Coyotitla](#).



[Day of the Dead](#), a Mexican holiday when people celebrate and honor loved ones that have passed away, altar to honor [Frida Kahlo](#) was displayed at the conference hotel.

## Department of Sociology Speaker Series

**November 1<sup>st</sup>: Amada Armenta, UCLA**

"Immigrants and the Law: Crafting Moral Selves in the Face of Immigration Control."

Abstract:

US immigration laws criminalize unauthorized immigrants and render many of immigrants' daily activities "illegal." How does this affect immigrants' attitudes and practices toward the law? Drawing on interviews with unauthorized Mexican immigrants in Philadelphia, this study examines how respondents resolve problems of law in their everyday lives. I show how time spent in the United States transforms migrants' legal attitudes from one of "getting around the law" to one of "doing things the right way." I highlight the implications of this legal transformation for the moral economy of immigration policy, for immigrant claims-making, and for Latino immigrants' place in the racial hierarchy.

February 7<sup>th</sup>: Bryan Kelly, Purdue University

February 28<sup>th</sup>: Jeff Guhin, UCLA

March 14<sup>th</sup>: Tod Hamilton, Princeton University

April 25<sup>th</sup>: Jessica Collett, UCLA

May 9<sup>th</sup>: Bryan Sykes, UC Irvine

*Talks will take place from 12:30-2pm in Humanities 1500*

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