

VERITAS VINCIT

June 10th, 2019

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Message from the Editors *Rengin Firat and Victoria Reyes*

Welcome to the Spring 2019 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 end-of-the-year letters from our undergraduate advisor Prof Chris Chase-Dunn and graduate co-advisors Profs Steve Brint and Matthew Mahutga) advisors, a commentary on adding a citizenship question to the 2020 Census by Prof David Swanson, profiles of our departmental award winners, a spotlight on our incoming faculty for 2019-2020, recent and 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 head toward the summer.

Rengin Firat and Victoria Reyes, Co-Editors

Reflections from the Undergraduate Advisor

Christopher Chase-Dunn

Dear Sociology Majors,

We are pleased to announce that the Department is establishing an Undergraduate Enrichment Fund that will financially support awards to Sociology majors who present their research at professional social science meetings, who perform university or community service in connection with their sociology training, who complete an honors thesis or honors capstone course or who have an excellent academic record and research accomplishments. This year we have given Evelyn Ruiz our service award and outstanding academic achievement awards to Benjamin Williams, Deja Goodwin and Brisely Martinez. I would like to congratulate these Sociology majors for making us proud. These and other awards were announced at the annual Department Celebration of Achievements on May 28.

Students who want to do sociologically related internships should sign up for Sociology 198i for the quarter they are doing their internship. And we would like to help the revival of the Undergraduate Sociology Association. If you are interested in providing leadership for this student organization please let me know chriscd@ucr.edu.

Chris Chase-Dunn



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, Chris Chase-Dunn, chriscd@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, Chris Chase-Dunn, chriscd@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/>

Graduate Advisers' Report

Steven Brint and Matthew Mahutga

It's been a busy year. We were appointed in July 2018, with Matthew primarily responsible for advising and Steve primarily responsible for recruitment.

We began the year by updating the Sociology Department website with pictures of faculty, staff, and students and new material about the graduate program. We highlighted publications and awards of faculty and graduate students to improve our visibility in the profession.

For several months, a social media crew composed of graduate students Elizabeth Bogumil and Zeinab Shuker and faculty members Steve Brint and Richard Carpiano met every Tuesday morning to tweet about the department and to post events on the website. If you are interested in volunteering for next year, please let Steve know.

We consider graduate admissions to have been very successful thanks to the tremendous support of the faculty, staff, and graduate students for events like Preview Day. We had nine prospective students visit on Preview Day and seven of these students will be joining us in the fall, together with two others who could not attend Preview Day because of work or school commitments. The students heard highly professional research presentations from Quinn Bloom, Michaela Curran, Phoenicia Fares, Justen Hamilton, Lexi Harari, and Karin Johnson. Many thanks to Zeinab Shuker and Elizabeth Bogumil for helping to organize the evening events and to April Leviton for helping to organize the research presentations.

The students joining us in the fall are: Emily Angelo (from UC Santa Barbara), Sara Breune (UC Santa Barbara and CSU-Northridge), Shaffi Farooqi (Pitzer College), Ben Fields (Hamilton College and Vanderbilt University), Humberto Flores (UCLA), Shayna LaScala (Cal State Fullerton), Bryce Ritt (California Baptist University), Alina Robello (Sonoma State), and Myra Sastre (UNAM in Mexico). In addition, a tenth student, Bryan Sanchez will be joining the department as a transfer from the Department of Psychology.

Matthew organized three well attended panel discussions on publication and the job market. The discussions were lively and wide-ranging, and student feedback suggests they were informative.

Graduate Advisers' Report

Steven Brint and Matthew Mahutga

We are happy to report that recent graduates have taken positions at four-year and PhD granting universities: Anthony Roberts had a position at CSULA and is moving to Colorado State University. Ron Kwon has accepted a position at North Texas University following a postdoc at Yale University. Elizabeth Hughes took a position at Penn State Abington. We are also happy to report that Allison Cantwell, the Associate Vice Chancellor for Institutional Research here at UCR has accepted a new position at Colorado State University.

The curricular and other programmatic changes to the graduate program have been fully implemented. The graduate students have indicated to Matthew that they are very happy with the changes, and the vast majority of students who were eligible to adopt the new program chose to adopt it.

During winter and spring terms, Steve ran a Dissertation Writers' Workshop providing an opportunity for graduate students working on their dissertations to receive feedback from Steve and fellow graduate students. Among the graduate students who presented at the workshop were: Quinn Bloom, Cynthia Carr, Michaela Curran, and Karin Johnson. We also heard presentations from Matteo di Placido, a visiting doctoral student from Milan, Italy, and from students in the UCR Graduate School of Education and Department of Psychology. Alessandro Morrosin and Joel Winegar also attended the workshop on occasion.

Graduate award winners were announced in the spring by Professors Carpiano and Brint. Professor Victoria Reyes won the Outstanding Mentor Award. Julisa McCoy won the Best Paper award for a fine study of state-level variation in cutbacks to family planning resources. Jessica Moronez and Alex Scott won the Outstanding Teaching Assistant awards. We celebrate their accomplishments!

Matthew held meetings during the year with a diverse set of graduate students, and they all report positive experiences with the graduate program and their faculty mentors.

This summer we will continue work on the website, incorporating short videos by Sociology Department faculty and graduate students discussing their research.

GRADUATE ACHIEVEMENTS

Publications

José Stalin Castillo-Rivera, "'Captives While Free': Surveillance of Chicana/o Youth in a San Diego Barrio" in *Gringo Injustice: Insider Perspectives on Police, Gangs, and Law*, which will be published by Routledge in August.

Katherine L. Maldonado, "Hyper-Criminalization: Gang Affiliated Chicana Teen Mothers Navigating Third Spaces" in *Gringo Injustice: Insider Perspectives on Police, Gangs, and Law*, which will be published by Routledge in August.

Katherine Maldonado. 2019. Gang-affiliated Chicana teen momma against systemic violence: A testimonio challenging dominant discourse through academic bravery. In [C. Caballero](#), [Y. Martínez-Vu](#), [J. Pérez-Torres](#), [M. Téllez](#), & [C. Vega](#) (Eds.), *Chicana Motherwork Anthology*. Tucson, AZ: University of Arizona Press.

Katherine Maldonado. 2018. The youth control complex: Gang-affiliated Latina mothers navigating hypercriminalization. *Aztlan, a Journal of Chicano Studies*, 43(2).

Allison Monterrosa's paper "How Race and Gender Stereotypes Influence Help-Seeing for Intimate Partner Violence" was accepted for publication in the *Journal of Interpersonal Violence*.

Roberto Rivera, "Interest Convergence Theory and Police Use of Deadly Force on Latinos: A Case Study of Three Shootings" in *Gringo Injustice: Insider Perspectives on Police, Gangs, and Law*, which will be published by Routledge in August.

Webb, Megan, Heith Copes, and Peter Hendricks. 2019. "Narrative Identity, Rationality, and Microdosing Classic Psychedelics." *International Journal of Drug Policy* 70:33-39.

Webb, Megan, and Hayden Griffin. 2019. "A Mild Panic? Media Accounts of Kratom." *Deviant Behavior*: 1-10.

Awards

Katherine Maldonado, whose proposal "Open Wounds: Gang-Involved Undocumented Latina Mothers and Violence in the Borderlands" received a cash prize for an honorable mention in the American Society of Criminology Division on Women and Crime's annual Feminist Criminology Graduate Research Scholarship

Logan Marg received a second UCR Healthy Campus Research Grant to continue his study of college men's conceptualization, interpretation, and communication of sexual consent.

GRADUATE ACHIEVEMENTS

Awards (continued)

Jessica Moronez and **Alexander Scott** won Outstanding Teaching Assistant Awards for the 2018-2019 academic year from the Graduate Division.

Milestones

Defended Dissertation

Amanda Admire successfully defended her dissertation

Elizabeth Hughes successfully defended her dissertation

Alessandro Morosin successfully defended his dissertation

Passed Prospectus Defense

Evelyn Pruneda passed her prospectus defense

Defended their Master's Thesis

Vladimir Borel defended his Master's Thesis

Christian Guerra defended his Master's Thesis

Juha Lee defended her Master's Thesis

Katherine Maldonado defended her Master's Thesis

Teresa Neal defended her Master's Thesis

Joel Winegar defended his Master's Thesis

Min Yoo defended her Master's Thesis

Passed Qualifying Exams

Melanie Kushida passed her second qualifying exam

Zeinab Shuker passed her second qualifying exam

Min Yoo passed her crim qualifying exam

Personal celebrations

Evelyn Pruneda recently became engaged to be married to her long-time partner Belinda Cortez

Alum achievements

Christopher Vito (an alumnus of our graduate program & currently a professor at Southwestern College in his hometown of Chula Vista/San Diego) just published his first book, *The Values of Independent Hip-Hop in the Post Golden Era: Hip-Hops Rebels* (Palgrave/MacMillan).

The book is open access and FREE to download online.

Book: <https://www.palgrave.com/us/book/9783030024802>

Free Download: <https://rd.springer.com/book/10.1007%2F978-3-030-02481-9>

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 17, 2019 (5:00 PM EST)

Ford Foundation Dissertation and Postdoctoral Fellowship Deadline: December 10, 2019 (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, 2020

AAUW American Fellowships support women scholars who are completing dissertations, planning research leave from accredited institutions, or preparing research for publication. Applications must be U.S. citizens or permanent residents. Candidates are evaluated on the basis of scholarly excellence; quality and originality of project design; and active commitment to helping women and girls through service in their communities, professions, or fields of research. For more information: <https://www.aauw.org/what-we-do/educational-funding-and-awards/american-fellowships/>

Applications are open August 1–November 1

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/>

Graduate Student Reflection
April Celeste Leviton, PhD Student
Department of Sociology
University of California, Riverside



Looking back at my first year at UC Riverside, I am humbled. Humbled in the sense that I came to work hard, and definitely got what I came for but also humbled in the sense that now I see more clearly than ever, what is ahead of me. This year was full of challenges that pushed me both professionally and personally. From my coursework, I gained theoretical perspectives, analytic frameworks, and methodological tools which only a matter of months ago were foreign to me. My faculty mentors pushed me to design my research thoughtfully, write clearly, apply for funding, and attend conferences. Although these tasks have been daunting at times, I am recognizing these challenges as growing pains. I can see now they truly are not just hoping that we master sociological concepts, but that we become excellent, well-rounded scholars. I learned this year that much of that well-roundedness happens outside of the literature. It happens in our most basic interactions with each other. I am grateful to the students further along in the program who went out of their ways to welcome, encourage, and advise me. It is wonderful to be surrounded by colleagues that double as both mentors and friends. This year, the staff also went above and beyond the call of duty to help me along the way, whether that be organizing last-minute lunches or seeking out funding opportunities. It has not been said enough that our staff members really are the glue that holds this department together. Looking forward, I am excited to see where my studies take me next year. Although I have broadened my horizons this year, I know that I am just barely skimming the surface. This year has been a rewarding challenge and I expect nothing less for next year. I am sure that the incoming cohort will be an asset to the department; challenging our ideas and bringing new perspectives to the table. I wish everyone a happy summer. May we all relax and accomplish what we set out to.



Graduate Student Reflection
Katherine Maldonado, PhD Student
Department of Sociology
University of California, Riverside

I am extremely grateful to be finishing my third year at UCR with a strong sense of faith. Mentally, physically and spiritually it was one of the toughest years to survive, but I am thankful to those that have believed in me and supported me. In academia, we oftentimes talk about mental health as it relates to our studies, I have read that graduate students suffer severe mental health problems while trying to attain degrees. As I reflect I ask myself how did I make it through this year given all the personal troubles and traumas while raising three kids. The reality is that I have no option but to fight my struggles with the hope that the social justice oriented research that I am dedicated to will ultimately impact entire communities and influence policy.

I finished the year and I defended my master's thesis, a humbling experience that made me realize I have so much to grow as a scholar which also brings excitement to my intellectual development as I move forward in the program. I was told I was the first in the history of this department to be awarded the pre-doctoral ford fellowship and I am thankful to my mentors and community who believe in the research I do and intentions for it. The GRMP and feminist criminology awards I received also reminded me that I should always stay grounded and focused to the reasons behind attaining a PhD. It has definitely been a rewarding year, not so much because of the added lines to my CV but because I have the tools to continue doing research that is urgent to the people I love and those with similar experiences. Having these tools is not something I take lightly, for this reason I pour my heart to my research every time I have to write about it or give a public presentation. I will humbly move forward with the hope that I continue building bridges between scholarly and political work and marginalized communities.



Graduate Student Reflection

Zeinab Shuker, PhD Candidate

Department of Sociology

University of California, Riverside



I recently defended my dissertation prospectus, entitled "**Political Hybridity: Boundaries and Economic Outcomes**," in the Spring of 2019 with chair Matthew C. Mahutga and committee members Victoria Reyes, Rengin Firat, Christopher Chase-Dunn, and Miguel Carreras (from political science). My dissertation looks at the relationship between regime type, specifically hybrid regimes, and economic outcomes. Hybrid regimes are defined as those regimes in the grey area between liberal democracies and authoritarian systems that emerged after the end of the Third Wave of democracy in the 1990s in many non-western countries. Research on the political economy of hybrid regimes can be summarized as the following: first, the literature that defines the boundaries around the term (Ekman 2009; Jayasuriya and Rodan 2007; Puhle 2005; Rotberg 2011; Wigell 2008), second, the literature that examines the survival and stability of these regimes (Brownlee 2009; Gandhi and Przeworski 2007), and finally, the literature that examines the different political processes that lead to the formation of hybrid regimes (Merkel 2004). When it comes to the nature of the economic outcomes in these hybrid regimes, the research is still underdeveloped. As a result, the aim of this paper is to, first, to develop a better understanding of the boundaries of hybrid regimes, by mapping these countries between 1990-2018; second, to measure the impact of hybrid governing on economic growth and income inequality; third, to compare these measured economic outcomes to those in non-hybrid regimes; fourth, to examine the role of institutions in shaping these outcomes. Furthermore, looking at regimes that occupy these middle positions, with their unique institutional structure, will allow us to have a better understanding of which aspects of democracies and which aspects of autocracies, in fact, impact economic outcomes, and in which direction. Thus, this overall project will contribute to the empirical and theoretical research on the impact of regime type on economic outcomes, which is quite divided. I argue in this project that previous research mostly examines economic outcomes in countries that are either democratic or authoritarian, leaving out hybrid regimes, which meant that our theories, predictions, and policy recommendations are not particularly addressing the unique middle position of these regimes. This research then attempts to address this gap by contributing to the theories, predictions, and policy recommendation targeting economic outcomes in hybrid regimes.

Graduate Student Reflection (continued)

Zeinab Shuker, PhD Candidate

Department of Sociology

University of California, Riverside

Reflecting upon my experiences, I would encourage current graduate students to develop their research agenda while also continuously challenging themselves by examining their research questions from different perspectives. For example, my dissertation project builds upon my previous research on ideological development in oil-producing countries. Building upon that research has allowed me to start developing my research identity. However, while I depended on qualitative methods in the past, such as historical-comparative work and interviews, my dissertation project is mostly quantitative. This shift has allowed me to leave my comfort zone, develop and learn new skills, and examine my research questions from different angles and using different tools. And thus, while a research identity might take years to develop, I encourage current students to examine topics they find enjoyable and important using all the tools available to them



Departmental Awards

Outstanding Undergraduate Award: Deja Goodwin



Deja Goodwin

Nominators: Tanya Nieri, Sharon Oselin

My name is Deja Goodwin, and I am a fourth year Sociology major and Ethnic Studies minor from Santa Barbara. I originally chose to major in Sociology because the field is applicable to a large variety of careers, and I was not sure which career path I wanted to take when I started college. After completing my introductory classes I fell in love with the subject because I was able to understand social issues and phenomena in a way that was concrete and applicable. My upper division Sociology classes then allowed me to learn in-depth about specific institutions and social structures and specific populations. These classes sparked my interest in sociological research and motivated me to pursue advanced education and a career in sociological study. In the fall I will begin the Sociology Ph.D. program at UCLA, and my career goal is to become a University professor. I want to study the subfields of Race/ Ethnicity and Social Psychology.

My time in the UCR Sociology Department has been helpful thus far in my achievement of my goals because of the variety of upper division classes I was able to take and the faculty who supported me. I was involved in research projects with Dr. Tanya Nieri and Dr. Sharon Oselin, both of whom allowed me to gain hands-on experience with research and helped me in my graduate school application process. Other faculty in the department including Professor Aguirre, Professor Simmers, and Professor Swanson provided advice and support in my graduate school application process as well, which left me with a wealth of knowledge that I believe was vital to my admittances in top programs. I am very grateful for all of the support and encouragement I received from the Sociology Department. My advice for students who might just be starting the Sociology program at UCR is to go to professors' office hours. Even if you understand the material in your course, getting to know your professors and speaking with them about sociology or academia more

Departmental Awards

Outstanding Undergraduate Award: Deja Goodwin

generally can be beneficial in ways you did not think of. I also recommend finding another area of study that is complementary to Sociology that sparks your interest. For me, that area was Ethnic Studies, and I found that the overlap in material allowed me to understand issues and phenomenon from multiple perspectives and helped me to be a well-rounded thinker and researcher. Since Sociology is such an applicable field, it can be combined with almost any field that a person finds interesting. The combination of Sociology and Ethnic Studies for me manifested into intriguing research ideas and career goals, and I hope that other students find their passions within UCR's Sociology Department.



Departmental Awards

Outstanding Undergraduate Award: Brisely Martinez



Brisely Martinez

Nominator: Alfredo Mirandé

My name is Brisely Martinez and I am from Dos Palos, California, a small rural town in the Central Valley. I am a first generation Chicana and the first in my family to be graduating from a University. I chose Sociology because coming from a predominately Latinx community and seeing the direct impact of mass incarceration and police violence, I saw Sociology as the educational tool that would help me critically evaluate oppressive systems in society. Throughout my time at UC Riverside I have been involved in Hermanos Unidos, Raza Assembly, and other outside projects involving community advocacy in the Latinx community. This year I Co-founded the Underground Scholars Initiative at UCR that seeks to reverse the School-to-Prison pipeline into a Prison-to-University pipeline, creating a safe space and allocating resources for formerly incarcerated and system impacted students and community members.

In the near future, I hope to become a Crimmigration attorney, advocating for and with undocumented folks that face deportation as a result of criminal convictions. Additionally, I want to use my law degree to continue advocacy through grass-roots organizations that help formerly incarcerated and undocumented individuals. I also aspire to pursue a PhD program in order to do activist research to create a more accurate representation of the social issues faced by people of color in marginalized communities. In particular, studying Sociology at UC Riverside under Profe Alfredo Mirandé has been one of the most impactful experiences and has taught me how to incorporate critical race theory in my studies.

My advice for students coming into Sociology is to seek support from faculty and graduate student mentors that can help guide you as you navigate the university that is often times not as supportive as it should be. It is thanks to the Sociology graduate students and my mentor that I was able to conduct my own individual research on gang injunctions and to achieve academically. Also, get involved in research with faculty who share similar interests as you. Lastly, many people will challenge you and try to tell you that Sociology is not a difficult major, demonstrate through your work and research why Sociology is critical, impactful, and necessary. Prove them wrong.

Departmental Awards

Outstanding Undergraduate Award: Benjamin Williams



Benjamin Williams
Nominator: Matthew Mahutga

Hi, my name is Ben and I am a re-entry student here at UCR, currently studying sociology. I chose to study sociology because it is a multidisciplinary portal to the study of language, philosophy, psychology, mathematics, and world systems to list a few. Sociology students are well-read budding scholars who are gaining expertise in their areas of emphasis.

Returning to academia after a hiatus of nearly ten years, I knew that I was searching for more than mere nostalgia for the college experience. Coming back to school meant a new start and a novel approach to life. I knew that my academic journey would be that of a non-traditional student. I attended Riverside Community College where I successfully fulfilled all of my requirements for university admission. Upon admission to UCR I received the Regents Scholarship and the Re-entry Student Scholarship. These were the keys that unlocked the doors to university. I was recently asked to speak at the 2019 Scholars and Donors Luncheon. There, I was given the opportunity to express my gratitude to scholarship donors and share how important their contributions are to students.

Since I have been at UCR I have been able to develop a stronger foundation of educational values. As a University Honors student, a capstone project is required prior to graduation. The process involves independent research backed by a faculty mentor. I think of this as grad school prep. My research focuses on stigmatized language variants such as Black English and Spanglish. I would like to find out the significance of a speaker's ability to codeswitch between standard English and non-standard English. Based on their respective ability to codeswitch, I can measure their linguistic self-esteem, perceived competence, and stress related to stereotype threats.

Departmental Awards

Outstanding Undergraduate Award: Benjamin Williams

I am now planning on attending graduate school next year. My goal is to develop a career within academia and raise awareness of the importance of academic institutions in conjunction with affordable education. Education connects people by promoting social awareness, critical thinking, and creativity, all of which are prerequisites for an appreciation of the interdependent cycle of human interaction, but education is only accessible if students can afford to pursue it. I suppose that my ultimate goal is to pay back the generosity that has been shown to me, in hopes that other prospective students can pursue their dreams and passions as I am now.



Departmental Awards

Outstanding Service Award: Evelyn Ruiz



Evelyn Ruiz
Nominator: Victoria Reyes

I am a transfer student, first-generation college student, DACA recipient, a mother, and wife. I chose sociology because I want to understand how communities work in order to advocate for them. It will help me understand in depth the workplace that I would apply for in the future. My recent service commitments are being part of the Undergraduate Advisory Committee along with involvement on a campus organization called R'kids. The organization is committed to assist student parents on campus with concerns and create a family-friendly community at UCR. I am also part of the Women's Resource Center team. I am the Student Parent Assistant who voices all parents concerns. I also work with Dreamers outside of campus to find resources that welcome this community. Dreamers are a student who is undocumented or has a DACA (Deferred Action for Childhood Arrivals).

My goal is to be a mentor to any student population within an educational institution not to mention advocate for any community member who is unfairly treated. My Sociology degree will help me accomplish this goal as I been studying how communities work and what brings or separate communities.

I advise getting to know their Professors and TA's they are a great resource for students academic journey. Be highly involve get to know the community as it brings communities together. Also, find the correct mentors and be a mentor to others.

Departmental Awards

A note from the Graduate Awards Committee

At the spring awards luncheon, the graduate awards committee announced the winners of the outstanding graduate student paper award and the outstanding teaching assistant awards.

Julisa McCoy won the best paper award for her paper, "The Politics of Family Planning Funding Restrictions in the U.S." Julisa identifies a number of plausible causes of the family funding restrictions that have been enacted in numerous of the 50 states over the last two decades. These include: the size of the evangelical Protestant population, the number of feminist organizations, the partisan distribution in the state, and the party in control of the governorship and legislature at the time of the enactment of restrictions. Using regression analysis, she finds that Republican Party control of state government is most strongly associated with family planning restrictions and that the other factors considered are either insignificant or of considerably lesser importance. Julisa's paper is currently under review for publication.

Jessica Moronez and Alexander Scott won the outstanding teaching assistant awards. Both of these students have demonstrated great commitment and creativity in the classroom, attested by exceedingly high teaching evaluations. Prof. Tanya Nieri, who nominated Jessica, wrote, "Jessica exhibited great professionalism, but perhaps more importantly, she was a champion for her students. In our conversations about the course, it was clear that she cared about the students and was committed to encouraging their success." In addition to her work in the classroom, Jessica has led teaching workshops in the department. In his statement of teaching practice Alex states that in discussion sections he employs a highly interactive, student-centered pedagogy "that emphasizes the development of students' technical abilities in writing and analysis, as well as their creativity, critical thinking, and cultural competence." Prof. Ellen Reese, who nominated Alex, wrote, "I have seen (Alex) present material orally in my graduate seminars and have been consistently impressed by his public speaking skills and ability to engage the audience. His very high student evaluations suggest that his students are similarly very impressed and greatly appreciate his innovative teaching style."

The committee delayed the award for best dissertation until next year when the pool of dissertations will be larger. The committee will make awards for the best master's thesis this summer when all of the master's theses completed in AY 2018-19 can be considered.

Departmental Awards

Best Paper Award: Julisa McCoy



Julisa McCoy for her paper
“The Politics of Family Planning Funding Restrictions in the U.S.”

I am PhD candidate in the Department of Sociology at UC Riverside. My area of research centers on the politics of reproductive policy, particularly publicly funded family planning policy in the U.S.

Publicly funded family planning programs provide millions of low-income, uninsured women access to an array of subsidized sexual and reproductive healthcare services. These programs assist low-income women, many of whom are women of color, in realizing their reproductive, educational, and career goals. However, in recent years, there have been state-level cutbacks and restrictions to family planning funding. Motivated by Congressional efforts to defund Planned Parenthood, several states have passed laws that restrict the use or eligibility of family planning funds. For example, some have implemented a priority system that determines the order of the distribution of funds, while others have denied funding to family planning clinics that are affiliated in any way with abortion care.

It is not uncommon to study topics with which we have some sort of experience or familiarity. When I was an undergraduate, I did not have health insurance. Like so many women in Texas and across the U.S., I made use of publicly funded family planning programs in order to access basic services like routine annual exams, cancer screenings, and contraception. In 2011, when the Texas legislature decided to nearly gut its family planning budget with a two-thirds funding cut and imposed stringent regulations on the allocation of funds, the impacts were felt not only by me; they were felt community wide. In the Rio Grande Valley (RGV) of south Texas, several family planning clinics were forced to shut down and many women lost access to the only form of reproductive healthcare that was available to them. The cutbacks and programmatic changes ultimately created additional structural barriers for those women who already were confronted with some of the greatest social

Departmental Awards

Best Paper Award: Julisa McCoy (Continued)

The real, lived experiences as a result of these policies motivated me to want to better understand – as well as illuminate – the politics of family planning policy restrictions from an empirical standpoint. To do this, I dedicated a chapter of my dissertation to examining the social and political factors that shape family planning policy *restrictiveness*. Titled “The Politics of Family Planning Funding Restrictions in the U.S.,” this chapter provides a quantitative analysis of the extent to which religious and conservative politics in particular influence the relative restrictiveness of state-level family planning funding policies.

With the invaluable support of and mentorship from my dissertation chair, Dr. Ellen Reese, and dissertation committee member, Dr. Bruce Link (thank you both!), I have worked tirelessly on this particular chapter of my dissertation in an effort to publish it as an article in an academic journal. My first go at submitting this paper to a sociological journal inevitably was met with rejection. Although rejections are common in this line of work, it is still hard to not let self-doubt start to sink in. As graduate students and budding scholars, we often question the validity of our work, the appropriateness or applicability of our methods, and whether or not the research we are doing is “good enough.” I was still feeling the sting of rejection, but I was encouraged to revise and resubmit to another journal, as well as enter my paper in the department’s competition for the Best Graduate Student Paper Award. Much to my surprise, my dissertation chapter on the politics of family planning funding restrictions received the award.

Our department has so many incredible graduate students who are doing such remarkable, quality research, so I am deeply honored to have received the award. I was asked, “What advice do you have for publishing and writing research papers?” I am still working on the publishing part and, as many will agree, writing is a very painstaking process, but what has been instrumental for me throughout the dissertation process (and the entirety of my time in graduate school) has been having a mentor who believes in me and the research I do. At times, she believes in me more than I believe in myself, and that kind of support only helps allay some of the self-doubt, it also motivates me to keep chipping away at projects that have reached their 8th, 9th, 10th drafts. In addition, when it comes to writing, it’s important to remind ourselves that each draft and round of revisions are not setting you back from, but rather, are setting you up for success. And, of course, time management is key.

For me, receiving the Best Graduate Student Paper Award was more than the accomplishment and recognition; it was a reminder to believe in myself, the tenacity behind the writing process, and my commitment to research that I am passionate about.

Departmental Awards

Outstanding Teaching Assistant Award: Jessica Moronez



Jessica Moronez

I am a fifth-year Ph.D. student and the GSA Diversity and Inclusion Academic Liaison. Right now, I'm working on my dissertation which focuses on how incarceration impacts women of color and their families. I am also particularly interested in understanding how these women maintain familial and romantic bonds and what type of resistance efforts they engage in. My faculty advisor is Dr. Ellen Reese.

Throughout my years of higher education, I've met so many incredible women who have nurtured my growth as an educator, scholar, and community advocate. I have learned from them that I have something to contribute. My personal approach to teaching is rooted in the idea that everyone in the classroom has something to contribute. My students bring a wealth of knowledge to the classroom and I encourage them to use that knowledge while connecting to the course material. Education does not have to be top-down and we all can learn a lot from one another. As an educator, I am thankful for the moments in the classroom in which students have introduced me to new ideas/material.

My advice for teaching is to implement diversity and inclusion in the classroom. For me, this means making students feel welcomed. I try my best to learn all my students' names, use a mix of examples/references that are culturally sensitive and general, respond to microaggressions, and use a variety of teaching methods in the classroom. As an educator, I always reflect on how I can better the classroom environment to make it a positive learning experience. As for mentoring, I'd like to encourage fellow educators to get to know your students and their interests. Our students have a diverse set of interests and goals. Some have cutting-edge research ideas while others are working on amazing community projects. Guiding them based on their interests (not yours) sets them up for success at UCR and beyond.

Departmental Awards

Outstanding Teaching Assistant Award: Alexander Scott



Hello! My name is Alexander (Alex) Scott. For those of you who don't know me, I am the short, curly headed güero who you have probably seen lugging around a large canvas bag full of books and ungraded undergraduate essays. I am a second year grad student in the sociology department, on the brink of entering my third year. My research specializations within the department are political economy and global social change (primary) and race and class inequality (secondary). Within these broad areas my specific interests are social movements, global political economy and development, Marxist social theory, immigration, labor studies, and critical race theory. Currently, I am working on finishing data collection and writing up my findings for my MA thesis project. For my project I am conducting a comparative, qualitative study on Chicana grassroots organizing campaigns against civil gang injunctions in Southern California.

My primary goal in pursuing a Ph.D. has been to develop my abilities in academic research and writing, in order to conduct research that will contribute to scholarship and address various social, political, and economic issues. However, I am also very passionate about education and teaching, and their capacity to transform individual lives and society. I understand education as an invaluable process through which students should develop skills and capacities in critical thinking and intellectual expression that can contribute not only to the success of their personal and professional lives, but provide them with greater ability and motivation to contribute to their communities. As a TA I employ a dynamic, student-centered teaching agenda that emphasizes the development of students' technical abilities in writing and analysis, as well as their creativity, critical thinking and cultural competence. In every class I encourage students to share their ideas and life experiences and make it a point that our class is a safe space where all perspectives and thoughts are valuable. I also apply intersectional and reflexive theories of education that focus on identifying and challenging relations of power that affect student learning. Central to this approach is addressing my position of power and authority in the class by refraining from lecturing and presenting on the assigned material. Instead, I focus on facilitating discussions during which students help each other arrive at their own conclusions and understandings of the material.

Departmental Awards

Outstanding Teaching Assistant Award: Alexander Scott

As an undergraduate student I encountered these teaching approaches and practices, and I credit them with stimulating my intellectual development and helping develop my confidence as a student and person. Prior to attending college I was not particularly studious or academically focused. I lacked confidence in all areas of life other than athletics, and had no motivation to challenge myself academically. In truth, my interest in college was mostly based on a life-long goal of playing sports at an elite level, and my STRONG desire to leave my home state of Utah. I was very fortunate to achieve both of these goals. I was even more fortunate/ privileged to do so in an engaging educational environment where I was valued more as a student and person than as an athlete. Professors took serious and sincere interest in my learning and development. They constantly encouraged me to participate in class discussion and engaged me with a rigorous curriculum that challenged dominant discourses and narratives that I adhered to my entire life. They provided opportunities and encouragement to get involved in academic research and service learning projects that changed my life. My preparation to pursue a Ph.D. in our department was entirely the product of the efforts of undergraduate professors to facilitate a participatory and engaging classroom experience, and involve me in research and community organizing work.

If I were to offer any advice on teaching or mentoring, I would encourage folks to facilitate the active participation of students in the learning process. Provide opportunities for students to openly discuss topics, answer their own questions, conduct research, and help each other learn. Do not take it upon yourself to provide all of the knowledge and wisdom, and to be the supreme authority in the classroom. It is not your job to tell them what and how to think, or to pretend you are a genius. Your job is to help students take responsibility for their learning and develop their own ideas. You will be surprised how people respond to being treated like adults. ...Additionally, although performance and entertainment are not listed in our job description, engaging students and not being afraid to have fun cannot be overstated. I have found that teaching is much more fun and effective when the classroom is an enjoyable, non-authoritarian environment. Students learn more when they are happy, enjoy going to class, and are not intimidated by their teachers. Period.

Departmental Awards

Outstanding Mentor Award: Victoria Reyes



Victoria Reyes

I'm an assistant professor in the department and I study culture, borders and empires. My research and teaching interests center on global/transnational sociology, economic sociology, urbanism, historical/comparative sociology, culture, qualitative methods, and law and society. The substance of my work also investigates race, class, and gender inequalities.

I am humbled and honored to receive this award. It means a great deal to me, especially since the nominations for this award come from the graduate student(s) themselves. I consider it an honor and a privilege to mentor, teach, and work with our wonderful graduate students. You all inspire me.

My mentoring philosophy is based on seeing graduate students as future colleagues, as people with whom I can learn a great deal from, and who have important insights and contributions. I see my role as helping grad students be as theoretically and methodologically as rigorous as possible as they pursue their substantive interests, demystifying the "hidden curriculum" of academe, being transparent in feedback, guidance, and expectations and also recognizing our humanity—our personal lives do not stop once we enter grad school or the profession and it is important for each of us to treat one another with respect and understanding.

COMMENTARIES

The Decision to add a Citizenship Question to the 2020 Census is a Dumb Idea.

David A. Swanson

Faculty affiliate, Center for Studies in Demography and Ecology, University of Washington and Professor Emeritus, Department of Sociology, University of California Riverside.

Both the active debate and the decision to add a “citizenship” question to the 2020 Census are non-starters and the latter is a dumb idea. Here is why.

In 2000, the U.S. Census Bureau discontinued what was known as the “long form” in the decennial census. This was a sample of households (about 15%) that asked a lot of detailed questions not found in the “short form,” which – as the name suggests – asked only questions needed to meet the constitutional mandate for the census to provide numbers that would serve to re-apportion the seats in the U.S. House of Representatives. As a substitute for the “long form” and as a means of providing data to make decisions affecting a country subject to rapid demographic and socio-economic change on an annual basis, the Census Bureau initiated the “American Community Survey” (ACS). Like the “long form,” it contains a lot of detailed questions; unlike the long form, it contains questions regarding citizenship.

As an example of what is available in regard to citizenship information from the ACS, here is a breakdown for the state of Washington as of 2017:

	Washington	
	Estimate	Margin of Error
Total:	7,288,000	*****
U.S. citizen, born in the United States	6,139,221	+/-20,182
U.S. citizen, born in Puerto Rico or U.S. Island Areas	25,397	+/-3,203
U.S. citizen, born abroad of American parent(s)	102,988	+/-5,384
U.S. citizen by naturalization	482,135	+/-12,158
Not a U.S. citizen	538,259	+/-16,606

COMMENTARIES

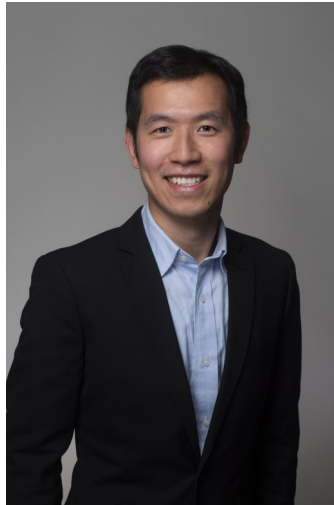
The “margin of error” allows one to construct a “90 percent confidence interval” around the estimated number of citizens and non-citizens, which is based on a sample. For example the number of non-citizens is estimated to be 538,259. By adding and subtracting 16,606 to this number, we are 90 percent certain that the actual number is between 521,653 and 554,865.

The Census Bureau faces a dilemma with every decennial census. It needs to maintain historical continuity in terms of the information it makes available about the nation, but also needs to deal with information that represents change (e.g., there was no question on internet connections in 1990). In regard to monitoring the fast pace of change in the United States, Ev Ehrlich noted that the Census Bureau is like a blind tailor trying to fit a suit to a client who is running down the street. The ACS allows the Census Bureau to follow this madcap client while also taking care of more traditional ones content to be fitted in the shop. It maintains continuity while being sufficiently flexible to allow for revisions that facilitate the collection of information that reflects change. For example, The ACS shows that, of 2,768,076 households in the state of Washington as of 2016, 2,431,924 are estimated to have an internet connection, plus or minus 12,266 households. So, we are 90 percent certain that between 2,419,658 and 2,444,190 of Washington’s households had an internet connection in 2016.

The U.S. Department of Justice has sufficient confidence in the ACS that it oversaw the construction of a special national file that uses its information for purposes of redistricting. It is virtually certain that a similar file will be constructed once the 2020 census data and corresponding ACS data are available.

The decision by the current administration to force the Census Bureau to add a question on citizenship to the 2020 census means that it must be added to the 100 percent, short-form questionnaire. Does this mean that the ACS question will be deleted? No matter what the decision on the ACS citizenship question, the 2020 outcome is likely to be a very poor fit to the client because the legs of the “blind tailor” were hobbled by the last-minute addition of a question forced on the Census Bureau for which no meaningful research can be done in regard to its wording, placement, and effect on both item-non-response and overall non-response. It is a dumb idea, clearly not driven by needs of either the tailor or the client.

Incoming Faculty Spotlight: Min Zhou, PhD



Overall, my research aims to advance theoretically informed empirical analysis of global social change. The past few decades have seen the increasingly networked nature of the global economy and the emergence of supranational norms and organizations. Along with these changes, we have also witnessed global environmental degradation and unabated international tensions. Motivated by these global changes, I have developed four distinct lines of inquiry: (1) the structure and evolution of global economic networks, (2) the diffusion and impact of supranational institutions, (3) social determinants of environmental attitudes and behaviors, and (4) nationalist social movements in East Asia. While these research projects cover diverse areas, collectively they address important sociological questions that arise from novel global change.

Incoming Faculty Spotlight: Lucie Kalousova, PhD



Lucie received her Ph.D. in Sociology and Health Policy from the University of Michigan in 2017, where she was also trained in population studies. Her work examines socioeconomic disparities in health behaviors and health outcomes in the United States and in Europe. She focuses on how social policy contributes to disparities elimination or entrenchment and she is especially interested in policies that aim to change population patterns of consumption, such as cigarette or sugar-sweetened beverage taxes. Her methodological interests center around linkages between survey and administrative data sources. She is currently a Postdoctoral Prize Research Fellow at Nuffield College, University of Oxford and will join UC-Riverside as an Assistant Professor of Sociology in fall 2019. She is most excited about the 277 sunny days per year.

FACULTY PUBLICATIONS

Lee, Chioun and Soojin Park, Forthcoming, "Examining Cumulative Inequality in the Association between Childhood SES and BMI from Midlife to Old Age." *Journal of Gerontology: Social Sciences*.

Firat, Rengin B. 2019. "Opening the "Black Box": Functions of the Frontal Lobes and Their Implications for Sociology." *Frontiers in Sociology (Evolutionary Sociology and Biosociology section)*. 4:3.

Firat, Rengin B., Hye Won Kwon, and Steven Hitlin. 2018 . "A Novel Measure of Moral Boundaries: Testing Perceived In-Group/Out-Group Value Differences in a Midwestern Sample." *Socius*, 4:(1-11).

Subica, Andrew M., Nia Aitaoto, J. Greer Sullivan, Benjamin F. Henwood, Ann Marie Yamada, and **Bruce G. Link**. "Mental illness stigma among Pacific Islanders." *Psychiatry research* 273 (2019): 578-585.

Yang, Lawrence H., Kristen A. Woodberry, **Bruce G. Link**, Cheryl M. Corcoran, Caitlin Bryant, Daniel I. Shapiro, Donna Downing et al. "Impact of "psychosis risk" identification: Examining predictors of how youth view themselves." *Schizophrenia research* (2019).

Clouston, Sean AP, Dylan M. Smith, Soumyadeep Mukherjee, Yun Zhang, Wei Hou, **Bruce G. Link**, and Marcus Richards. "Education and cognitive decline: An integrative analysis of global longitudinal studies of cognitive aging." *The Journals of Gerontology: Series B* (2019).

Rundle, Andrew G., Shakira F. Suglia, Ezra S. Susser, Pam Factor-Litvak, Dana March, Katrina L. Kezios, Gina S. Lovasi, Kim Fader, Howard Andrews, Pierra Cirillo, Barbara Cohn and **Bruce Link**. "Body Mass Index across the Life-Course: Emergence of Race by Sex Disparities in Early Childhood." *Annals of Epidemiology* (2019).

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.

Subica, Andrew M., Nia Aitaoto, **Bruce G. Link**, Ann Marie Yamada, Benjamin F. Henwood, and Greer Sullivan. "Mental health status, need, and unmet need for mental health services among US Pacific Islanders." *Psychiatric services* (2019): *appi-ps*.

Agha, Golareh, Katrina Kezios, Andrea A. Baccarelli, F. DuBois Bowman, Virginia Rauh, Ezra S. Susser, Barbara Cohn, Pierra Cirillo, **Bruce Link**, Pam Factor, Ursula Staudinger "Cognition level and change in cognition during adolescence are associated with cognition in midlife." *Annals of epidemiology* (2019).

FACULTY PUBLICATIONS

Grittersova, Jana and **Matthew C. Mahutga**. "State Ownership of Banks and Regulatory Barriers to Firm Entry: Does Political System Transparency Matter?" Forthcoming at *Journal of International Relations and Development*.

Mahutga, Matthew C. "Value Chains and Quantitative Macro-Comparative Sociology." In Gary Gereffi, Stefano Ponte and Gale Raj-Reichert (Eds.) *Handbook of Global Value Chains*. Cheltenham, United Kingdom: Edward Elgar

Mahutga, Matthew C. and John Maldonado. "Globalization and the Rise of the Right." *International Sociological Association e-Symposium* 8(3): [online](#).

Alfredo Mirandé's book *Gringo Injustice: Insider Perspectives on Police, Gangs, and Law* will be published by Routledge in August. The book includes chapters by three graduate students

Ayón, Cecilia, Alicia Tran, and **Tanya Nieri**. 2019. "Ethnic-Racial Socialization Practices among Latino Immigrant Families: A Latent Profile Analysis." *Family Relations*, 68:246-259. doi: 10.1111/fare.12356

Cheney, Ann M., **Tanya Nieri**, Elizabeth Davis, Joseph Prolongo, Esmirna Valencia, T. Ashaunta Anderson, Keith Widaman, and Greer Sullivan. 2019. "Social and Cultural Processes Informing Latina Mothers' Infant and Child Feeding Practices." *Global Health Nursing Research*, 6:1-11. doi: [10.1177/2333393618825253](#)

Oselin, Sharon S. and Kristen Barber. 2019. "Borrowing Privilege: Status Maneuvering Among Marginalized Men." *Gender & Society* 33(2): 201-223.

Reyes, Victoria. Forthcoming. "Global Ethnography: Lessons from the Chicago School," *Research in Urban Sociology*, Volume 16: *Urban Ethnography* (invited)

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



Faculty Awards, Grants & Honors

Steve Brint's book, *Two Cheers for Higher Education*, received an honorable mention for the 2019 Pierre Bourdieu Best Book in Sociology of Education Award from the ASA Sociology of Education section

Juanita Garcia was awarded the UCR University Honors Program 2019 Mentor of the Year Award.

Alfredo Mirandé will be inducted into Illinois State Hall of Fame in September.

Matthew C. Mahutga. 2018. "Political Economy Workshop" Interdisciplinary Project, *Center for Ideas and Society, University of California, Riverside*.

Matthew C. Mahutga. 2018. with Jana Grittersova "Political Economy Seminar." Humanities Interdisciplinary Project, *Center for Ideas and Society, University of California, Riverside*. <http://ucrpolicaleconomy.ucr.edu>

Victoria Reyes was awarded a 2019-2020 AAUW American Postdoctoral Fellowship

Victoria Reyes was selected to be a part of the 2019 Women of Color Leadership Project, National Women's Studies Association

Victoria Reyes was selected to participate in the 2019 Junior Scholars Workshop, Law and Society Association

Victoria Reyes was elected as Council Member of the ASA's Global and Transnational Sociology section

Victoria Reyes was elected as Council Member of the ASA's Sociology of Development section

Victoria Reyes' 2018 article "Port of Call: How Ships Shape Foreign-Local Encounters," published in *Social Forces* won the ASA Political Economy of the World-System's 2019 Distinguished Article Award.

As of the 1st of May, **David Swanson** has been appointed by the UNM Dean for Research to serve as a member of the External Advisory Committee of the Center for Geospatial and Population Studies, University of New Mexico.

David Swanson visited the U. S. Bureau of the Census on June 18 - 20 as a 2019 *SUMMER AT CENSUS* Scholar.

Faculty in the News

Steven Brint's book *Two Cheers for Higher Education* was in the news:

- 1) Long-form essays in the *Chronicle of Higher Education* and *Times Higher Education*. Another long-form essay forthcoming in the summer edition of *International Higher Education*.
- 2) Interviews with me in *Inside Higher Education*, *Social Science in China*, *Psychology Today* (*Searching for the Next Einstein* blog), the Bryan Alexander podcast, and *Virginia Economic Review*.
- 3) Book reviews in *Inside Higher Education* (Steven Mintz) and *the American Prospect* (David Kirp).
- 4) Author-in-Residence for 2019: HigherEdJobs.

Steven Brint has been quoted in *The Los Angeles Times* and *Stanford Innovation Review* on education and higher education issues,.

Steven Brint's UC Berkeley lecture on the educational backgrounds of U.S. business and political leaders was televised by UCTV and the article from *Social Forces* was featured in the ASA Blog, Works-in-Progress.

The Press-Enterprise speaks with **Christopher Chase-Dunn**, a distinguished professor in the Department of Sociology, in an article about the city of Temecula's resolution to fight alleged socialism.

Los Angeles Times speaks with **Richard Carpiano**, a professor of public policy and sociology, about how vaccine resistance in America has frequently coincided with political polarization.

Los Angeles Times and others speak with **Richard Carpiano**, a professor of public policy and sociology, on why an unsuspecting demographic may be the next target for measles.

Los Angeles Times features **Richard Carpiano**, professor of public policy and sociology, on common behaviors of anti-vaxxer parents when confronted by health investigators.

Reyes, Victoria. May 24, 2019. "['World Heritage' Site Selection is Eurocentric – and that Shapes Which Historic Places Get Love and Money](#)" *The Conversation*

Reyes, Victoria. April 2, 2019. "[Perils and Promises of Being a Mother of Color on the Tenure Track](#)" *Medium*, part of the National Center for Institutional Diversity's "Parenting at the Intersections in the Academy: A Series on Raising Children as Faculty and Students"

Reyes, Victoria. March 21, 2019. "[How to Write a CV for the Academic Job Market](#)," *Inside Higher Ed*

Reyes, Victoria. February 4, 2019. "[Why Jamal Khashoggi's Murder Took Place in a Consulate](#)" *The Conversation*

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

Rengin B Firat will present her research paper titled “Biomarkers of Cultural Coping Strategies in Response to Inter-Ethnic Stress” at the 2019 Annual Group Processes Conference (ASA preconference) in NYC.

Lee, Chioun. 2019. “Roots of Inequality: Gender, Early-Life Adversities and Adult Health.” The Center for Demographic & Social Analysis, University of California-Irvine (invited talk)

Lee, Chioun. 2018. “Early-Life Origins of Health and Wellbeing in Later Life.” Institute on Aging Annual Colloquium: 30th Anniversary Event on Inequality and Aging, University of Wisconsin–Madison (invited talk)

Reyes, Victoria. 2019. “Writing a Cover Letter for the Academic Job Market,” Prep Talk, American Sociological Association’s annual meeting, in conjunction with the Employment Fair (August 10) (invited talk)

Reyes, Victoria. 2019. “Global Borderlands: Fantasy, Violence, and Empire in Subic Bay, Philippines,” Global and International Studies Public Forum series, Department of Global and International Studies, University of California, Irvine (May 2) (invited talk)

Reyes, Victoria. 2019. Invited co-panelist (with Stephanie Bohon and Leslie Wang), “Preparing successful grant proposals for ASA’s Fund for the Advancement of the Discipline (FAD) program,” ASA webinar series (April 26)



Recent and Upcoming Events

Pictures from the Department's End of the Year Celebration of Achievements, held May 28th from 12:30-2pm



Ana Ojeda (left), Prof Juanita Garcia (middle),
Brisely Martinez (right)



Jessica Moronez (left), Alexander Scott (middle),
Prof Richard Carpiano (right)



Benjamin Williams (left), Prof Matthew Mahutga (right)



Evelyn Ruiz (left), Prof Chris Chase-Dunn (right)



Brisely Martinez (left), Prof Chris Chase-Dunn (middle),
Prof Augustine Kposowa (right)

Recent and Upcoming Events



2018 California Sociological Association meeting that took place on 11/9-10/18 at the Mission Inn in Riverside. The photograph shows from left to right: Estella Acuna (Director of Chicano Student Programs, UCR), Dolores Ortiz (Oxnard College), Juan Pitones (Oxnard College), Elvia Ramirez (CSU-Sacramento and CSA President for 2018-19), and Ellen Reese (UCR). Ortiz, Pitones, and Ramirez are all alumni of our sociology graduate program and we enjoyed a nice reunion during the lunch break.



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The publication also welcomes letters or opinion pieces.

Please send all items to the editor via email at least 1 month prior to publication. The Newsletter is published twice a year in Fall and Spring.

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