

The Graduate Center's **SOCIOLOGICAL IMAGINATION**



Hi everyone --

This is by far the hardest introduction to our GC newsletter that I've had to write since becoming EO as all of us struggle with the previously unimaginable new world of the coronavirus, affecting us nationally and internationally but with special poignance and challenges in New York City. I want to start by saying, as many of us now have become accustomed to writing in our day-to-day emails, that I hope you and your friends and families are safe and well in this time of frightening uncertainty, loss, and social, economic and cultural confusion as to when and how things will return to greater normalcy. In this context, my own predilection as EO is to try my best -- knowing that you as faculty and students are providing wonderful support -- to keep our senses of connection and commitment ongoing to the extent we can. Ironically, as sociologists in New York City, we are acutely aware of the need for social as well as individual connections -- and it with this in mind that Kristen, Bridget, Kristi and I (with the intrepid help from Rati and Hayden and Maria) bring you just one -- but still one! -- newsletter for the rest of the semester. I will continue to send emails through Rati but am glad to reach out with the *Sociological Imagination* again right now.

First, then, some news that is sad and sobering: as many of you already know from other emails and remarkable coverage this received in the news (including eulogies in *The New York Times*, *Daily News*, *CNN*) and at the Graduate Center, our colleague William Helmreich passed away from the coronavirus on March 28, 2020. You can find a detailed tribute to him (with comments from, among others, Phil Kasinitz, Roz Bologh, Bill Kornblum, Leslie Paik and Rob Smith) specifically from the Sociology Program to Willy at the end of this newsletter right before Rati's Brag Wagon section. He is already sorely missed, and was a fixture teaching at the Graduate Center for decades. He will be in our thoughts for a long time to come .

Rati, Mary Clare, Jeremy and I also know that a number of you have had to deal with illness yourselves and/or in your families, and we include later in this Newsletter information about emergency funding that is available from the GC. In addition, we have set up emergency funding in our Ph.D. Program, thanks to donations from the faculty in the Program. While this is limited, do reach out if we might be of help in various ways, just to talk or for advice on particular problems and stresses you may be experiencing. Know that we will try our best to help in any way we can.

By way of news too, and of a promising kind, I am happy to let you know that Julia Wrigley, after a period of time in rehab, is doing better and would be returning to her home soon. We wish Julia a speedy recovery and send her all very best wishes.

Excellent news of a different kind is that our 10 year outside reviewers report, written by Filiz Garip and Naomi Gerstel, came back with very positive evaluations of our Program and with thoughtful recommendations going forward. Thank you to everyone who participated, faculty and students alike, for putting hard work into meeting and talking with Filiz and Naomi. Now we don't have to be concerned about this literally for another 10 years, and I am grateful for your enthusiastic turnout and help early in March -- now seemingly so long ago prior to the pandemic crisis intensifying so rapidly. And, again, thanks to Rati, Hayden and Maria for graciously arranging the visit and showing people around.

Secondly, our admissions cycle is almost over, and soon we will have a new cohort to tell you about in the fall newsletter. For now, I'm glad to say that we have a good start on filling the cohort with an exciting new class of students. Many and ongoing thanks are due to the Admissions Committee headed by Jeremy Porter that benefited from the work of student members Edwin Grimsley, Brian Mercado, August Smith, and Erin Ward. Thank you also to the faculty committee members who put so much time and energy into helping with admissions this year including Leslie McCall, Van Tran, Phil Kasinitz, Neil Bennett, Ruth Milkman, Rob Smith, Carla Shedd, and Paul Attewell.

Thirdly, let me turn to upcoming events on zoom for the rest of the semester to which I would like to call your attention. The events are detailed below but include, above all, ending the year as we usually do with our May 8th Friday 3 to 5 colloquium. This is the last colloquium of the year and Rina Agarwala (see below for full description) has kindly agreed to speak to us on zoom with a Q&A afterward. Please respond to the EventBrite below (under Events) so as to RSVP to attend on zoom; we will then send you a zoom link. You'll also see that this coming Friday, April 17th, from 12 to 1, Paul Attewell and his students will be talking about their research over zoom as an online 'brown bag' event: please write to Paul (pattewell@gc.cuny.edu) to obtain a link to tune in for this. On Wednesday evening April 22nd from 6:30 to 8, our criminology workshop will be meeting with a very interesting presentation from Candace McCoy on "crime and the coronavirus" with comments from Jayne Mooney and discussion afterward. And on Friday April 24th, we will continue our PPSS (Professional Preparation Sociology Series) from 3 to 4:30 with students including Kristi Riley, Omar Montana and Marianne Madore speaking on "Transitioning to Online Teaching in the Coronavirus Crisis: Support and Advice." On April 30th (see below and contact Anna Zhelnina), there will also be an urban studies workshop on line. I am also seeing if we can have a mid-May final PPSS on research challenges that we are all facing in a context when in person research is impeded or impossible: how can we proceed as constructively as possible with these limitations? I'll be back in touch with zoom

link information for April 24th and also about whether another May PPSS event will in fact be scheduled. If you have any other online events that you want people to know about, please write to me or Rati with information and we will try to help you publicize.

Fourth, and last but not least, thanks to Kristi, Kristen, Bridget, Rati, Sage, Hayden and Maria for enabling this last newsletter of the year. As you will see, it is structured around our present situation and, thus, on connections and support. With this in mind, see some thoughts immediately below from Van Tran and Katherine Chen about how their transition to online teaching at the GC has been going. Also, we have adapted the “Spotlight” section (with Kristi and Kristen’s special help) to focus on how students are supporting one another in the coronavirus crisis. Bridget took responsibility for our events section that elaborates on what I highlighted just above, while Kristen and Rati and Sage helped us keep the “Rati Brag Wagon” section going so that those of you who want to share good news about what you’ve been doing can still do so.

All in all, we’ve tried to exercise a small piece of our own sociological imaginations here, however circumstantially constrained, and we will be pleased to hear any suggestions you may have for the fall issue to come. Between now and then, look for more emails for me with information or other communiques.

I look forward to ‘seeing you’ at the end of the semester colloquium that, while of course not at all the same as an in-person gathering, strikes me as better than not having a chance to meet again at all.

With all my warmest regards and with a virtual collective hug.

Lynn

Interested in contributing to the Sociological Imagination? We would love to highlight your work and others across the GC. Articles, photos, and other types of postings are welcome. Email lchancer@gc.cuny.edu and/or kmiller5@gradcenter.cuny.edu and/or kriley@gradcenter.cuny.edu and/or bdegan@gradcenter.cuny.edu.

This monthly newsletter contains updates from the CUNY Graduate Center’s Department of Sociology. It is produced and monitored by Lynn Chancer (Program EO) and her 2019-2020 Graduate Research Assistants, Bridget Degnan, Kristen Miller, and Kristi Riley. If you have suggested content or feedback for the newsletter, please email them to lchancer@gc.cuny.edu and/or kmiller5@gradcenter.cuny.edu and/or kriley@gradcenter.cuny.edu and/or bdegan@gradcenter.cuny.edu. Major credit is also due to Maria Alvarez (malvarez@gradcenter.cuny.edu), who has taken over since Sage is on maternity leave this semester.

ONLINE EVENTS AND WORKSHOPS

(Look for Zoom link info within each entry)

Undergraduate Success and Social Inequality Brown Bag Seminar

Friday, April 17th, 12pm-1pm, lecture/discussion

Contact: Paul Attewell (pattewell@gc.cuny.edu).

Several generations of GC sociology students have worked on a multiyear collaborative project, funded by the Gates Foundation that looks at the forces that affect student success in higher education and highlights how social inequalities play out at the undergraduate level. The project is headed by Professor Paul Attewell, and includes research partners in Texas, Illinois, and Virginia, as well as the New York group here at GC.

On Friday, April 17th, we will hold an on-line brown bag seminar where participating graduate students will present abstracts of their papers from the project, and will discuss their experiences doing this kind of collaborative research. Participating graduate students include Fritz Tucker, Juliana de Castro Galvao, Chris Maggio, Joanna Dressel, Kasey Zapatka, and Sam Neylon.

Again, to RSVP, write Paul Attewell at pattewell@gc.cuny.edu for the zoom link. zoom information:

Meeting ID: 995 697 869

Password: 513241

Criminology Workshop: “Corona, Crime, and Fear Itself”

Wednesday, April 22, 6:30-8:00pm

Presenter: Candace McCoy, Professor of Criminal Justice, The Graduate Center and John Jay College

Discussant: Jayne Mooney, Professor of Sociology, The Graduate Center and John Jay College

Once the virus wanes, what then? Alarmists cry that an economic depression will produce widespread looting and violent crime. The author predicts the opposite. Framing the argument with reference to the Great Depression and her own family’s memories of it, she examines the known causes of crime and concludes that violent crimes will decline while shoplifting, scams, and white-collar embezzling will rise drastically. Beefing up police presence to deal with economic meltdown is useless. Instead, the collective efficacy of neighborhood and family, along with government aid to the temporarily poor, will prevent crime and see us through the crisis – as they did in the Depression.

Discussion: But rates of some violent crimes are already rising: those of domestic violence. Furthermore, accidental shootings are likely to increase. The article makes these points, and Professor Mooney will elaborate.

Audience Discussion: Plenty of time will be open for discussion of possible developments in crime rates in the coming economic breakdown. Ordinarily, if the Colloquium was occurring in person at the Graduate Center, we would have food and drink available. Participants are encouraged to bring your own to the Zoom session and we will still have our convivial time together.

More details: The short article “Corona Crime and Fear Itself” will be published online next week in *The American Prospect*. The link will be sent to you once you RSVP for the event.

RSVP: Please contact Candace McCoy at cmccoy@gc.cuny.edu. You will then receive via email a Zoom invitation and the link to the article. All are welcome to sign up!

Professional Preparation Sociology Series (PPSS)

“Transitioning to Online Teaching in the Coronavirus Crisis: Support and Advice”

Friday, April 24th, 3-5 p.m.

--Grad Center student speakers: Marianne Madore, Omar Montana, Kristi Riley and others (look for email with details of additional speakers and zoom information for how to tune in later next week)

This event will focus on challenges faced and how students are responding creatively and constructively to them when transitioning to online teaching through zoom or Blackboard on the campuses. Even though the event is happening prior to the semester ending in less than a month, all summer classes will also be on line and at least some classes in the fall may well end up being taught remotely as well. Tune in to support students please, and we plan to have faculty as well discussing how people are faring and what we can to provide support and recent experience-based advice.

Urban Studies Workshop

Thursday, April 30th, 10am

Contact: Anna Zhelnina (azhelnina@gradcenter.cuny.edu)

The Urban Studies Workshop is a student-run workshop that meets once a month. Each session includes two parts: workshopping students' writing, and reading sessions (discussions of new developments in the discipline). The writings pieces (article drafts, grant proposals, syllabi, etc.) will be circulated among the workshop participants at least a week before the meeting.

RSVP: Please contact Anna Zhelnina at azhelnina@gradcenter.cuny.edu to join the online session.

Visit [the USW Website!](#)

YEAR END GC SOCIOLOGY

COLLOQUIUM: Join Us If You Can For....

Managing Migrants: Class and Emigration from India

Friday, May 8th, 3pm

Speaker: Rina Agarwala, Assistant Professor of Sociology at Johns Hopkins University

Description below but please respond to EventBrite below to RSVP for the May 8th colloquium and you will receive a zoom link back.

https://www.eventbrite.com/e/rina-agarwala-managing-migrants-class-and-emigration-from-india-tickets-102423870554?utm_source=eventbrite&utm_medium=email&utm_campaign=post_publish&utm_content=EBLinkEvent&utm_term=shortLinkViewMyEvent

How are sending country governments managing the out-migration or emigration of their citizens and how are migrants reacting to and reshaping sending state actions? This project employs a comparative-historical examination to answer these questions using a class lens. Contemporary global migration is not only marked by its sheer size and racial diversity, it is unprecedented in its class variation. These class variations have catalyzed countless and well-publicized challenges for state leaders in receiving countries. In sending countries, however, the class politics of out-migration is virtually unknown. To address these questions, this project compares the Indian state's relations with its low-skilled emigrants to the Middle East and its high-skilled emigrants to the U.S. from the 1920s to the present. Contrary to assertions that sending states' emigration policies are merely reacting to externally-imposed "neoliberal" development models of economic growth, I argue that global emigration has long served as a proactive vector through which sending states re-shape and cement new domestic-level economic ideologies. Sending state emigration policies, therefore, do not just reflect pre-determined development goals, they shape those development goals. In India, emigration has been used to empower some classes, while disempowering others before and after the rise of neoliberalism, thereby exposing "class" as a much bigger factor than "neoliberalism" in explaining the variations in India's migration policies (across peoples and across time). The terms of the class-based inequities underlying India's development ideologies have changed over time, although the inequities themselves have remained consistent. These findings not only provide a more complete picture of global migration efforts, they also expose the conditions under which migrants' resistance efforts succeed and fail.

Dispatches from the Virtual Classroom

Reflections from Professor Van Tran and Professor Katherine Chen

From: Professor Van Tran about his class "Urban Poverty and the City"

Our seminar on "Urban Poverty and the City" this Spring—an intimate group of 9 students—adapted quickly to the move to distance learning as a result of the coronavirus pandemic. During our last in-person meeting on March 11, I asked students if they would prefer to meet in person or online if we were given the option, and all of them unequivocally responded they would strongly prefer to meet in person at The Graduate Center. Thus, I ended our seminar by telling students that "we will meet here again next Wednesday, March 18." We did not know then that this was going to be our last in-person meeting for this Spring as the CUNY Chancellor announced the move to online learning the next day.

Recognizing that this shift would be a significant adjustment for us, I invited students to an *optional* online session the following Wednesday—the last day of CUNY's instructional recess—to discuss how we would effectively move forward as a seminar. To my surprise, all students were present, except one who was hard at work for a non-profit to distribute emergency food relief to low-income families in the Bronx. During this meeting, we discussed which online platform to adopt and which other adjustments we should make to the seminar.

Our meeting was convened via Blackboard Collaborate Ultra—a built-in feature from our Blackboard course website. We quickly realized that it was not optimal in terms of connectivity and functionality. While we immediately moved to Zoom to continue our discussion, students were concerned about the lack of a physical "blackboard" which was so crucial to our seminar discussions. To our delight, we discovered that Zoom has a "whiteboard" feature, which serves this exact purpose .

The other adjustment that students universally requested was a reduced and focused weekly reading assignment. Up to that point, we had been reading one book a week for our seminar, but we realized this would no longer be tenable during the pandemic. As a result, we quickly revised our reading list to focus on the most important materials. This has helped students keep up with the weekly reading. We also learned that many university presses, including Russell Sage Foundation, have made [their books available open access](#) till June 30, which was a huge relief to students who traditionally rely on the libraries to get access to course readings.

Four weeks into our online learning, we have maintained our momentum. The students, as always, have been admirable in their resilient and resourceful spirit. Many have lost their jobs, some have experienced mild symptoms, many live in cramped spaces, some have had a significant other in the same room as they joined our weekly seminar, and many have experienced financial hardship. Put simply, we are doing the best we can. More importantly, this pandemic drives home several insights from our seminar—that it did not impact all communities across the city equally, that immigrants and minorities in disadvantaged neighborhoods were disproportionately affected and infected, and that leadership and urban policies can save many lives in the midst of this challenging moment in our city.

From: Professor Katherine Chen about her class "Organizations, Markets, and the State"

Over the years, I have shifted from a plan-every-session-in-advance to become more of an emergent planner. This shift has allowed me to more closely tailor courses to incorporate students' interests and proposed projects as they develop. Through my research at a microschool and its global network and my own teaching and advising, I have also tried to keep up with technologies and techniques that can support different learning modalities.

Back in January when news about Wuhan broke, I started preparing my classes of undergrad and grad students for what I anticipated would be inevitable: the spread of pandemic conditions, and the inabilities of many institutions to cope with or anticipate these. I also spent quite a bit of time [talking \[orgtheory.wordpress.com\]](http://orgtheory.wordpress.com) with various organizations and people to encourage them to adjust to the coming disruption of "business as usual" practices .

These times have made more explicit my philosophy and practices that individual and collective learning should be the goals, rather than what many people have learned from K-12/college to focus upon (i.e., externally imposed deadlines, grades, and external recognition). In my experience, learning is a lifelong process that involves constantly practicing and experimenting with habits and routines. Much academic work involves self-identifying how you want to or can spend your time and effort, as well as how to ask for and give support within a community.

In April, I added this section to my revised syllabus, to help graduate students enrolled in my "Organizations, Markets, and the State" course to understand my underlying philosophy for teaching and learning:

"At the beginning of the semester, we all articulated goals for what we want to get out of this course. However, as we have been discussing throughout the past weeks, current conditions have made pursuing all of these originally stated goals and requirements simultaneously challenging and in a few cases, impossible. Obviously, the well-being of yourself and your household should take priority.

Depending on individual situations (recovering illness, caregiving, paid work, housing, and so on), each of us may have to prioritize different aims for each session and postpone other goals/preferences/habits for later. This calculus will be particular to your individual situation and most likely will change over time. That said, you can consult me individually for support in identifying where to spend your efforts, given your goals, if this is helpful.

From an instructor point of view, I am trying to balance between teaching skills and building a knowledge base that each person can launch from, whether they decide to conduct research generally or specialize in organizational studies or economic sociology.

Right now, I can identify the following possible short-term goals (though there may be others as well):

- getting through the semester with learning development in written and oral forms;
- connecting with visiting researchers who can offer insight into the development of research that is not evident in publications;
- gaining support from and offering support to fellow participants; and
- addressing imposed bureaucratic hurdles

Participants may also have long-term goals including preparing for exams, writing a dissertation proposal, undertaking research, or understanding the academic or applied job market.

The original requirements were based on past class experiences of what worked well or what could be improved but conditions were different then. Thus, I have tried to adjust the requirements below to reflect our new reality; we can continue to discuss what makes sense as collective and individual situations change."

The learning curve has been challenging, even for those of us who have worked in online environments before. We are all in uncharted terrain now, with many of us handling increased workloads including home schooling on top of full-time work, caregiving from a distance, rebuilding or reforming communities, and so on. We are doing so with great uncertainty about when we can safely reunite, in-person, with those we love and know. Relations with others have sustained people through the most difficult of times and circumstances. A course's community can serve as one of these settings.

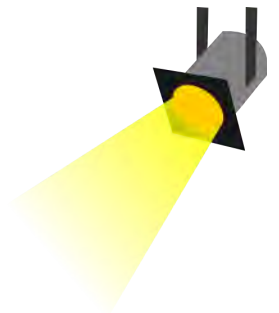
And more regarding connections as we turn to..

Graduate Center Spotlight: Students Supporting Each Other

Despite being apart, our students and faculty are finding ways to come together and create community.

Staying Engaged in School

With the uncertainty that COVID-19 has brought to this semester, it has become important to rely on routines. Also just as important is relying on the help of colleagues when certain routines may need to change. This has been the case with two small study groups some students have been holding pre- and post-quarantine. The virtual study groups have become not only spaces where they can discuss their understanding of class content, but also a space to check in on one another and make sure that everyone is getting by alright during these times.



Seon Britton, Kelley Akhiemokhali, Cristine Khan, and Kristen Miller have started, with the support of their TA, Alex Caring-Lobel, an informal study group last semester during Professor Leslie McCall's Stats I course. Kelley, Cristine, Kristen and Seon continued with the study group as they started Professor Jeremy Porter's Stats II course this semester. While there have been challenges in adjusting to virtual learning in the middle of the semester, the small study group still commits to meeting, but now virtually.

There is also a theory group meeting. Originally started during their fall classical theory course, a group of first-year students in Brooklyn began meeting regularly to discuss the class readings. The group is still working out a Zoom-schedule to check in, socialize, and discuss their contemporary readings. Email Seon (sbritton@gradcenter.cuny.edu), Kelley (k.akhiemokhali@gmail.com), or Kristen (thekristenmiller@gmail.com) to get involved!

Helping the CUNY Community

The PSC teamed up with the NYS Nurses Association to set up a Homework Hotline, where people can [sign up](#) to provide volunteer academic support to children of nurses.

Hunter College's NYC Food Policy Center created [a complete guide with food resources](#) for every neighborhood in NYC. Additionally, [an extensive list](#) of food pantries and soup kitchens in NYC was crowdsourced by various community members. Finally, the Human Resources Administration created [FoodHelp NYC](#) to track pantries and community kitchens through a map.

The New York State Youth Leadership Council compiled [an ongoing list of resources](#) that are open to undocumented students. [New York Immigration Coalition](#), [Informed Immigrant](#), and [Make the Road NY](#) all provide updated information and resources related to health, education, social services, legal services, housing and other issues that impact undocumented immigrants in the coronavirus crisis.

ALSO SEE EMERGENCY HELP SECTION IMMEDIATELY BELOW

Creating Joy

If you've ever been to a sociology gathering, you've probably heard Chris Maggio and Kristi Riley furiously and passionately arguing about a *Bravo* reality show, most likely *Vanderpump Rules*--a show [TV Guide has called our "modern-day Shakespeare."](#) Thanks to Chris' genius wife Marissa, they've been having virtual watch parties every Tuesday night (and sometimes Wednesday because Summer House is also great!) with live group text discussions. The opinions: strong. The takes: hot. The drama:...it could be better but we are thankful for what we have during quarantine. If you're a Bravologist, or interested in becoming one, reach out to Chris (cmaggio@gradcenter.cuny.edu) or Kristi (kriley@gradcenter.cuny.edu) for a personalized recommendation of which show, season, and binge method is right for you!

Emergency Help at GC to Keep in Mind

[Graduate Center Student Emergency Grant Applications](#)

The Graduate Center has established a set of funds to support students who are facing short-term financial emergencies. With the funds, The Graduate Center provides quick-response grants of up to \$2,000 to help students meet immediate needs. Our overarching goal is to assist students in completing their degrees, rather than taking a leave of absence or withdrawing from school.

With the COVID-19 pandemic, we understand that students are facing new, unexpected expenses and financial needs.

We invite students to apply for grants to meet such emergencies as:

- Unexpected COVID-19–related expenses
- Medical and dental bills for uninsured non-elective procedures
- Assistance in paying for food, transportation, and basic necessities due to recent financial difficulty
- Emergency child care for legal dependents
- Travel home for illness or death in the immediate family
- Overdue utilities bills and shut-off notices
- Rent in arrears, at risk for eviction
- Housing assistance for homelessness
- Destruction of living quarters, due to fire or other natural disaster
- Theft of computer, books, clothing, or other essential belongings
- Current or past Graduate Center tuition charges
- Legal representation (landlord disputes)
- Personal debts

Contact either Matthew Schoengood, mschoengood@gc.cuny.edu or Phyllis Schultz, pschultz@gc.cuny.edu with specific questions you may have.

The Sociology PhD Program is also working to have emergency funds available so reach out to Rati, Lynn and Mary Clare Lennon and we will try to help or suggest other resource possibilities.

Upcoming Funding and Publication Opportunities



Internal

The Futures Initiative Fellowship

Deadline: April 30, 2020

Amount: \$28,128

The Futures Initiative is seeking applications from Graduate Center doctoral students in any field for 2020-2021 fellowships. These are one-year positions, with the possibility of renewal. We are seeking one or two new fellows for 2020-2021, depending on funding and program needs. We aim to build a team that is diverse in every way. Doctoral students who have backgrounds underrepresented in the academy are especially encouraged to apply.

From GC student and current fellow: “I’ve been on the fellowship for two years. The fellowship package is similar to a GCF package. The founding director Cathy Davidson and co-director Katina Rogers are both very supportive and generous and the FI community is quite collaborative and compassionate. The call for new Fellows does require specific skills on website maintenance and graphic design, but recognizing and aligning with FI’s mission of advancing an innovative, equitable futures in higher education is equally important.”

For more information:

<https://futuresinitiative.org/blog/2020/04/01/call-for-fi-graduate-fellows-2020-2021/>

CLAGS Fellowship Award

Deadline: June 1, 2020, 11:59 p.m

Amount: \$2,000

Synopsis of Program:

An award to be given annually for a graduate student, an academic, or an independent scholar for work on a dissertation, a first book manuscript, or a second book manuscript. The CLAGS Fellowship is open to intellectuals contributing to the field of LGBTQ studies. Intended to give the scholar the most help possible in furthering their work, the fellowship will be able to be used for research, travel, or writing support. Adjudicated by the CLAGS fellowships committee.

For additional information: <http://clags.org/fellowships-and-awards3/#clagsfellowship>

Paul Monette-Roger Horwitz Dissertation Prize

Deadline: June 1, 2020, 11:59 p.m

Amount: \$1,000

Synopsis of Program:

This award, which honors the memories of Monette, a poet and author, and his partner, Horwitz, an attorney, will be given for the best dissertation in LGTBQ Studies, broadly defined, by a PhD candidate within the City University of New York system. The dissertation should have been defended in the previous year. Adjudicated by the CLAGS fellowships committee.

For additional information: <http://clags.org/fellowships-and-awards3/#PaulMonette>

External

Robert J. McNamara Student Paper Award

Deadline: June 1, 2020

Amount: \$500

Synopsis:

The Association for the Sociology of Religion invites submissions for the Robert J McNamara student paper award. This recognizes a paper on the sociology of religion conducted by a currently enrolled graduate student. Papers may be unpublished, accepted for publication, or already published as an article. Applicants must be members of the association who have not yet defended their doctoral dissertation. Co-authored submissions are eligible.

For more information:

<https://www.sociologyofreligion.com/lectures-papers/robert-j-mcnamara-student-paper-award/>

History of Sociology, ASA Publication Opportunity for New Scholars

Deadline: June 1, 2020 (roundtable) or October 31, 2020 (American Sociologist paper submission)

Synopsis:

Under the leadership of Laura Ford, the ASA has launched the New Voices in the History of Sociology initiative, a publication opportunity with *The American Sociologist*. Paper proposals for the roundtables are due by email by June 1, 2020 to Laura Ford (lford@bard.edu), Chair of the New Scholarly Voices Initiative for the Section. Proposals should be 5-10 pages. Participation in the roundtables is not a requirement for submission to the sponsored thematic issue of *The American Sociologist* nor does roundtable participation require submission.

The final version of the paper for *The American Sociologist* thematic issue should be submitted by October 31, 2020 following guidelines on website maintained by Springer publisher for *The American Sociologist*.

*This opportunity is open to all “new scholarly voices,” focusing on but not limited to graduate students, instructors, post-doctoral scholars, assistant professors, and independent scholars. You need not be a member of the ASA to participate.

To submit for roundtable:

<https://www.asanet.org/asa-communities/sections/sites/history-sociology/announcements>

To submit to the *American Sociologist*:

<https://www.springer.com/journal/12108>

Job Opportunities

College Assistant Position

An Associate Professor from the Department of Social Work at the College of Staten Island-CUNY is looking to fill a part-time position for Research Assistant through the position of “College Assistant.” She is a faculty member with a visual impairment and is looking to hire an advanced grad student (preferably a Ph. D. student) to assist with research and to facilitate informational access. Her ethnographic research is broadly in the areas of disability rights, neoliberal governance and social justice struggles in the context of South Asia.

You will be assisting with research pertaining to Disability Studies, International Development, Social Work, and the like. The position is for 15 hours/week at a rate of approximately \$20/hour, with health insurance and other CUNY benefits after three months.

The position is ideal for doctoral students and those who want to develop their research and writing skills. Individuals with an interest in social justice, international development, and disability studies are strongly encouraged to apply.

Responsibilities include assistance with the following:

- 1) Academic research and writing–i.e., accessing interdisciplinary research resources, literature reviews, and editing
- 2) Grant-writing–i.e., searching grant databases and grant proposal editing
- 3) Course preparation–i.e., providing informational access for teaching and research materials, operating classroom technology, assisting with curriculum development and management of student records
- 4) Other administrative duties as needed–i.e., document conversion/scanning, visual formatting, copyediting, etc.

Qualifications:

- 1) Strong writing and communication skills
- 2) Strong organizational and time management skills and an ability to work independently
- 3) Proficiency in Microsoft Office Suite (Word, Excel, PowerPoint) and other online platforms used to streamline work (especially Blackboard)
- 4) Background in the social sciences or humanities (graduate students are strongly encouraged to apply)
- 5) Interest in social justice scholarship, international development, and disability issues strongly preferred

Please email Dr. Vandana Chaudhry with your Resume/CV at Vandana.chaudhry@csi.cuny.edu. For additional details, call (312) 451-3884 or (718) 982-3975.

Upcoming Conferences

2020 American Sociological Association

When: August 8-11th 2020

Where: San Francisco, CA

Program Theme: POWER, INEQUALITY, AND RESISTANCE AT WORK

For additional information: <https://www.asanet.org/annual-meeting-2020>



GC SOCIOLOGY TRIBUTE TO WILLIAM HELMREICH

Rati's Brag Wagon for March & April

Showcasing the accomplishments of our students, faculty, and alumni

Appointments, Election Results & Awards

Robert C. Smith (Faculty)

Elected as the [Eastern Sociological Society](#) (ESS) President for 2021-2022

Anna Gjika

Has accepted a tenure track Assistant Professor position in the Sociology Department at SUNY New Paltz starting in Fall 2020.

Siqi Tu

Has accepted a postdoctoral research fellow offer for next fall at the Ethics, Law and Politics department at the Max Planck Institute for the Study of Religious and Ethnic Diversity in Göttingen, Germany.

Luke Elliot-Negri

Named to 2020 Labor Top 40 Under 40 list

<https://www.cityandstateny.com/articles/power-list/40-under-40/2020-labor-40-under-40.html>

Joseph Van Der Naald

has been invited to attend the National Science Foundation-sponsored Problem Solving Sociology Dissertation Proposal Development Workshop put on by Monica Prasad at Northwestern University in May 2020. This has subsequently been moved online.

Dissertation Fellowships 2020-2021

Qasim Haq

Carell Dissertation Fellowship (\$25,000)

Spiros Maximos Papadantonakis

Dissertation Year Fellowship (\$25,000)

Carlos Camacho

Center for Place, Culture and Politics Dissertation Award (\$10,000).
Awarded a grant from the Africana Studies Certificate Program (\$800)

Yen-Chiao Liao

Received the Phipps-Clark Dissertation Fellowship (\$5,000)

Pre-Dissertation Awards (\$4000)

Joanna Dressel

Amelia Fortunato

Beiyi Hu

Xuemeng Li

Nga Than

{Also received the Provost's Digital Innovation Grant (\$2,000)}

Joseph Van Der Naald

(Also received Wayne State University Walter P. Reuther Library's Sam Fishman Travel Grant)

Andrew Anastasi

Received the Graduate Center Archival Research Grant in American Studies (\$4000)

Courtney Frantz

Received the Graduate Center Early Research Initiative/PublicsLab Summer Research Fellowship (\$4,000)

Marianne Madore

Received the Connect New York Fellowship (\$4000)

Roslyn Bologh (Faculty)

Chairing the Committee on Distinguished Publication Award of the History of Sociology Section of the ASA which this year is a book award.

Publications

Cody R. Melcher

Published an article titled "[The Political Economy of 'White Identity Politics: Economic Self-Interest and Perceptions of Immigration](#)" in *Ethnic and Racial Studies* (February 25, 2020)

Cody also published

Melcher, Cody R. 2019. "First as Tragedy, Then as Farce: WEB Du Bois, Left-Wing Radicalism, and the Problem of Interracial Unionism." *Critical Sociology*;

Melcher, Cody R. & Michael Goldfield. 2019. "The Failure of Labor Unionism in the US South." *Oxford Research Encyclopedia of American History*; and

Melcher, Cody R. & Michael Goldfield. 2019. "The Myth of Section 7(a): Worker Militancy, Progressive Labor Legislation, and the Coal Miners." *Labor: Studies in Working-Class History* 14.4: 49-66.

Joseph Van Der Naald

Published an article with William Herbert with the following citation: Herbert William A. and Joseph Van Der Naald. 2020. "A Different Set of Rules? NLRB Proposed Rule Making and Student Worker Unionization Rights." *Journal of Collective Bargaining in the Academy*. 11 (1).

Lynn S. Chancer (Faculty)

Published "Elite Ethnography: Studying Up Or Down in US or French Sociology," book chapter in *Beyond the Case: The Logics and Practices of Comparative Ethnography*, Corey M. Abramson and Neil Gong, eds. (Oxford University Press, 2020)

Thomas DeGloma and Max Papadantonakis (co-authored faculty and student)

Published "The Thematic Lens: A Formal and Cultural Framework for Comparative Ethnographic Analysis," book chapter in *Beyond the Case: The Logics and Practices of Comparative Ethnography*, Corey M. Abramson and Neil Gong, eds. (Oxford University Press, 2020)

Pyong Gap Min (Faculty)

Published a co-edited book [Japanese Military Sexual Slavery: The Transnational Redress Movement for the Victims](#) in February 2020 by [De Gruyter/Oldenbourg Books](#) (a Berlin, Germany-based publisher) with PhD students **Thomas Chung** and **Sejung Sage Yim**. The book is based on 13 papers presented at the 2017 conference on the “comfort women” issue and the redress movement for the victims, organized by the Research Center for Korean Community at Queens College. This book comprehensively covers the redress movement in South Korea, Japan, and the U.S. in detail.

Films/Videos/Interviews/Talks/Papers/Etc.

Roslyn Bologh (Faculty)

Review of the Martha Gimenez book, [Marx, Women, and Capitalist Social Reproduction](#), appeared in the ASA Journal of Reviews, *Contemporary Sociology*, March 2020, Vol. 49, No. 2.

Jean Halley (Faculty)

Radio interview (<https://www.wamc.org/post/51-1593-sociologist-studies-horse-crazy-girls> [[wamc.org](#)]) on Northeast Public Radio WAMC.

Jack Hammond (Faculty)

The New Yorker published Jack’s letter on the damage inflicted by inequality. <https://www.newyorker.com/magazine/2020/03/30/letters-from-the-march-30-2020-issue> [[newyorker.com](#)]

Jinwon Kim (Alum)

Co-wrote a piece in *The Independent* discussing [how South Korea and the US have handled the COVID19 differently](#).

Marnia Lazreg (Faculty)

"Decolonizing Feminism" was translated into Portuguese and published as a chapter entitled "Decolonizando o Feminismo (Mulheres Argelinas em Questao" in Catarina Lins ed. *Pensamento Feminista Hoje: Perspectivas Decoloniais* (Rio de Janeiro: Brazil, Bazar do Tempo, 2020).

Wendy Luttrell (Faculty)

Featured on the [GC Thought Project \(ep. 84\)](#). Prof. Luttrell is a sociologist committed to social justice research, especially in the field of education, and currently serves as the executive officer of The Graduate Center’s Urban Education doctoral program. She also has appointments in the sociology, psychology, and women and gender studies programs.

Ruth Milkman (Faculty)

Spoke with KPCC about all things coronavirus — from calling out sick to being prepared. Click [HERE](#) to listen.

Susie Tanenbaum (Student)

Interviewed about the history & politics of subway music for an NPR program called Performance Today. Click [HERE](#) to listen. Susie wrote her Master's thesis on NYC subway musicians and public space politics, and with the encouragement of Professor Roger Sanjek, it was published as the book *Underground Harmonies: Music and Politics in the Subways of New York* by Cornell University Press.

Sharon Zukin (Professor Emerita)

Talked at [The Brian Lehrer Show](#) about how New York's economy has boomed since the Great Recession -- its booming tech sector -- and the costs.

If you have any recent accomplishments which you would like to have publicized in our monthly newsletter, please send them to **Maria Alvarez** (malvarez@gradcenter.cuny.edu), **Rati Kashyap** (rkashyap@gc.cuny.edu), and **Lynn Chancer** (lchancer@gc.cuny.edu) **by the 1st of each month** to be included in the next edition. Please note that news items may also be publicized via our department's social media accounts ([Twitter](#), [Facebook](#), and our new [Sociology Community Hub in CUNY Academic Commons](#)). If you do *not* want to share your items on social media, please let us know.