

## 2024 Section Annual Report: Part 1 for Section on Racial and Ethnic Minorities

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### Introduction

Annual reports are used by the Sections Committee to assess the health of a Section, measure the Section's vitality, and identify processes, programs, or initiatives that could serve as a model for other Sections. In addition, they serve to provide institutional memory, socialize new Section leaders, and promote transparency to Section members.

This annual report covers the period of Section activity from September 2023 to August 2024 and a fiscal year from January 2024 to December 2024. This portion of the report is shared publicly.

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### Section Governance

Provide details of your Section's governance activity during the period between September 2023 and August 2024.

#### Business Meeting

*Copy and paste below (or attach separately) the agenda and draft/approved meeting minutes from the Section business meeting which include a count of members present and summary of decisions made at this meeting. Minutes are not a transcript of proceedings, but a listing of what discussions took place and official actions taken.*

#### SREM Business meeting Augst 10, 5pm, 2024

We held our business meeting immediately prior to our SREM reception. We had around 50 people in attendance. Barbara Combs (chair) and Michelle Christian (chair elect) ran the meeting as Dawne Mouzon (treasurer) was out sick. Most of our Council and Council-elect members were in attendance. We only had a 30 minute schedule but we had to pack in a budget report and a report from the editors of the Sociology of Race and Ethnicity along with thinking about planning for the new year.

- **SREM Budget update for 2024 ASA annual business meeting**

The section is in good financial health, overall. As was the case last year, we either met our allotted budget limit or underspent in all budget categories except for one, which was the reception.

Reception spending has been an ongoing concern. In an effort to reduce costs and to improve networking between SREM and the Environmental Section, we decided to co-sponsor a joint reception this year. Both are large sections so there will still be light food fare this year but we are excited to improve the synergy and build community between our sections.

The issue with reception costs is that holding the reception at the conference hotel is always more expensive than holding the reception off-site at a restaurant or bar but the size of our section (currently more than 850 members) makes it prohibitive to hold the reception off-site. We are open to any other ideas about organizing the reception for future years.

We are still waiting on the final cost of the reception but it should not exceed the budget by more than a few hundred dollars, which we can shift from the other categories in which we underspent. That will make the budget still net positive overall.

- **SRE Presentation**
- B. Brian Foster presented. 327 submissions sent to journal as original outlets. 53 book review outlets. 8.2% acceptance rate
- Goals of JT Thomas and Brian Foster's tenure, Continue to grow all of metrics. Get more folks to submit increase quality of submissions. Interested in seeing pieces position place in a more nuanced ways. Works that recognize language racialization and racism. Buzz words of field, complex processes. More international author submission. Introduced conversation section.
- Book section grown. Done Symposia. Then get reply from author of book.
- Journal editorship change. December 15, 2024 Applications DUE. Editors are having informal conversations with prospective applicants. Call will go out very soon. Engage with us. Put together a competitive package to be an SRE editor.
  
- **What do we want activities of Section to be upcoming year?**
  - Mentoring
  - Community Building
  - Professional Development/Scholar spotlight
  - Teach Ins
  - Social Media promotion. When articles are published with SREM. Members' publications, other.
  
- **Program Ideas for Annual Meeting 2025**
  - Reception offsite or on?
    - People spoke about accessibility challenges if we go offsite
  
  - **Programming Ideas for sessions**
  - Black women in politics? Movements and politics?
  - Academic Freedom in the era of Project 25? Evolving attacks from CRT, DEI. Three years post passage of divisive concepts laws. Attack of Black women scholars.
  - Regional race/ethnicity spotlights, issues? South, West, North, North.
  - Black Lives Matter 10 + years on?
  - Racialized borders, continued border work
  - Building racial solidarities. Relational understanding of race and hierarchy.

### **Council Meeting**

*Copy and paste below (or attach separately) the agenda and draft/approved meeting minutes from the Section business meeting which include a count of members present and summary of decisions made at this meeting. Minutes are not a transcript of proceedings, but a listing of what discussions took place and official actions taken.*

**Overview:** Article II of the SREM Bylaws states "The purpose of this section is to promote the study of ethnic and racial minorities." All of our actions this year were in furtherance of that objective. A specific goal was to promote scholarship on racialized and ethnic minorities and to create a community of culture and care among our membership at a time when such scholarship and the scholars who do this work has been under attack.

Towards that end, 2023-2024 was a year of rebuilding for the section. The goal was to hold monthly Council meetings; however, the challenges of Council members located across multiple time zones and various university schedules proved to be too great. Instead, we defaulted to conducting most of our “meetings” via email and one Teams meeting. The Teams meeting was held May 22, 2024, at 3:00 pm. This email/Teams meeting approach proved an effective—if less desirable—way to conduct the business of the section. Additionally, the annual meeting being held in Montreal made it a very expensive meeting. We did not plan a Council meeting at the meeting, but we encouraged Council members who would be present to attend the business meeting and the mentoring event held immediately prior to the reception.

### **1) Teams Council Meeting, June 10, 2024. (Agenda and Notes)**

In attendance: Barbara Combs (Chair), Dawne Mouzon (Secretary/Treasurer), Michelle Christian (Chair-Elect), Melissa Villarreal (Graduate Student Rep), Apryl Williams (Council Member).

- August meeting (Barb, Michelle, Dawne)
  - Everything is on schedule for a successful ASA 2024.
- Business Meeting
  - No Council Meeting at ASA annual meeting. We will have a 30-minute business meeting.
  - There was prior confusion from some Council members that the Council would meet in Montreal. Council meetings should occur during the academic year.
  - During Business Meeting we may address how to support committees’ success that ensures all duties and deadlines are met. Some ideas include each committee creates a schedule for the upcoming meetings and the chair of the committee creates a list of duties they need to accomplish for year. This will then be reported to the section Chair, Secretary/Treasurer.
- Mentoring Committee (Michelle and Melissa)
  - Sunday, August 11, 6:15-7:15 p.m. will be the mentoring event right before the section reception. Michelle and Melissa are organizing the event. There will be icebreakers and organized activities.
  - \$200 allocated from budget for event. We will create small gift bags that include snacks and any other pertinent items (options to include in bags are: tea, coffee, granola bars, nuts, French-Canadian chocolate bars?)
- Joint reception
  - Sunday, August 11, 7:15 p.m. Joint reception with Environment Sociology section. Dawne’s been working with Secretary Treasurer of the Environment section on planning. We have \$6,000 allocated from the budget. Environment’s budget allocation is smaller than ours as it’s a smaller section.
  - We’re in the middle planning with ASA. It will be on site which will help encourage people to come. In process of choosing menu.
  - Barb’s vision for reception is to create connections between members of our section and across sections.

- We will highlight the award winners during the reception rather than the business meeting. This will provide a larger platform to let the winners shine and support one another in our community.
- SRE Updates and Requests (Publications Committee and Barb)
  - Journal Editor Requests
    - approval on Editorial Board
    - approval/support on direct payment to editorial assistant.
      1. We support, JT and Brian, will go to ASA Council to make the request. We will follow up with Publications Committee to ensure their support.
  - New Journal Editor(s) Selection Process/Updates
- Awards (Individual Reports from Committee chairs and Barb on travel award)
  - Awardees for 2024 chosen and Barb sent winners email notification asked if they will attend the reception to receive their award.
- Budget (Dawne)
  - We still have student travel awards from last year, 2023-2024. We rolled the funds over. Call went out for applications. Barb received one so far.
  - Ask if award recipients are attending reception. Have them RSVP. For two awards last year Dawne had to ship plaques to winners (\$40 for two). We want to avoid having to ship award winners directly this year. We are finding out if we can have plaques shipped to Montreal.
  - ASA has list of plaque vendors. Per ASA's section communication 6/11/24, "awards.com and crownawards.com have been used in past. They accept online orders and can ship anywhere. Please be mindful of shipping delays if you try to ship plaques to Montreal. Also, consider Canadian customs regulations if you decide to bring the plaques with you."
  - In future add a budget line for shipment.
  - Need to pay for newsletter \$75.
- Nominations Committee Report (Joyce)
  - List of good people joining in August 2024
- Bylaws Updates suggestions?
  - Maybe add criterion for book awards?
- Transition Plans
  - Get former leaders to reach out to new upcoming leaders.
  - Send copy of new Council Members/Publications Members to Michelle.
  - Al Young is coming in as Section Chair Elect. See if he can work on annual report.
  - We need a building year and grow in our consistency and easy transitions.
  - Keep building appreciation, uplifting the scholarship and individuals in the section
  - Keep growing how younger scholar get mentor opportunities no matter where they are.

- Should the Secretary/Treasurer role be delineated. Do we create a committee? Maybe it starts with creating a Secretary position? Work on this over the summer 2024 before annual meeting.
- Can we put in place, an off-ramp for people to graciously exit service position if they can no longer fulfill duties? Longer term discussion.

## 2) Email Communications with Council

- **11/13/2023 Email Communication with Council requesting special budget requests**

Friends,

The SREM 2024 budget and annual report are due later this week. Forgive my delay in reaching out to you, but I wanted to ask if there are any special budget request that you would like to be considered? Could you please send those to you me and the secretary/treasurer (Dawne Mouzon) copied on this email by the end of the day tomorrow?

Thank you for all you do.

All my best,

Barb

Responses: Michelle Christian requested \$200 for Mentoring Budget  
SRE Editors made a one-time request that Council approve a request to directly pay the person serving as their student managing editor. Via email, directed them to discuss and request the approval of the Publications Committee.

- **12/13/2023-12/16/2023 Email Communication on needed Council approvals.**

Colleagues,

I just have a couple of requests.

Could you please look at the attached budget for our section and let me know if you approve it?

Could you please let Joyce Bell (jmbell@uchicago.edu) know if you have any suggestions for persons the nominations committee might contact to see if they are willing to run for a section position.

I am sorry that we could not find a time this semester to meet. I am still hopeful we can identify one or two virtual meeting dates for the spring. Everyone is winding down now, but if you do know your spring schedule, feel free to share it with me. I can block out those times and send a more targeted request.

Enjoy your break!!!!

Approval Items Requested/Agenda

- I. SREM Budget approval
- II. Recommendations requested for SREM Nominations Committee

Responses: The items were unanimously approved by Council via email.

- **1/13/2024 - 2/15/2024-June. Email Communications on SRE—including new editor search updates and one-time payment request to student managing editor.**

Responses: SREM Publications Committee approved via email on June 5. SREM Council approval had been tentatively granted contingent upon the sign off from Pub Committee. Formally granted in June 10, 2024 Council Meeting.

## **Awards**

*Provide a list of Section awards and awardees conferred in the past year.*

### **Section on Racial and Ethnic Minorities 2024 Award winners**

- **The Oliver Cromwell Cox Book Award** (2 winners selected and honorable mentions)

#### **Winner:**

Heba Gawayed. 2022. *Refuge: How the State Shapes Human Potential*. Princeton, NJ: Princeton University Press.

#### **Winner:**

Derron Wallace. 2023. *The Culture Trap: Ethnic Expectations and Unequal Schooling for Black Youth*. New York, NY: Oxford University Press

#### **Honorable Mentions:**

Tanya Maria Golash-Boza. 2023. *Before Gentrification: The Creation of DC's Racial Wealth Gap*. Oakland, CA: University of California Press

Thurka Sangaramoorthy. 2023. *Landscapes of Care: Immigration and Health in Rural America*. Chapel Hill, NC: University of North Carolina Press.

- **The Oliver Cromwell Cox Article Award**

#### **Winner:**

Saida Grundy, "Lifting the Veil on Campus Sexual Assault: Morehouse College, Hegemonic Masculinity, and Revealing Racialized Rape Culture through the Du Boisian Lens," 2021. *Social Problems*.

- **The James E. Blackwell Graduate Student Paper Award**

#### **Winner:**

Samantha Agarwal, "Bivalent Hegemony: How Hindu Nationalists Appeal to Caste-Oppressed People in Communist-Ruled Kerala."

- **The Founder's Award for Scholarship and Service**

#### **Winner:**

David G. Embrick, Associate Professor in the Sociology Department and African Studies Institute at the University of Connecticut

- **The Distinguished Early Career Award**

**Winner:**

Derron Wallace (if the name sounds familiar it is because Derron is also a co-winner of the Cox Book award!), Associate Professor of Sociology and Education, Brandeis University

**2024 Finances**

Provide a narrative on how the 2024 budget matched with actual expenses and income from 2024. Please account for any substantive differences.

Our 2024 budget met our expenses and we are carrying over a remaining balance into 2025 of \$8,115. There are a few receipts we will still file from 2024 because our treasurer needed to mail plaques after the event because they were sick and we did not submit receipts for the mentoring event. We are making sure our 2025 budget continues to fund enough for our reception and awards/plaques.

**The Previous Year**

Describe Section activities during the period between September 2023 and August 2024.

*Provide an overview of the Section's communications with its members and include explanation of how your communication strategy meets the goals and values of the Section. Include links to the section website, newsletters, and any other electronic media used.*

We offered robust **weekly communications** to the membership. The goal of this communication was to connect people—something we struggled with during the ASA Connect years—and to rebuild trust. The regular communications were written in a way to be visually eye-catching (images, quotes, music lyrics, poems were often used) and to celebrate the accomplishments of the membership. Members were encouraged to “toot their own horns” and share accomplishments.

Another, less frequent feature, of the weekly communications was “Mentoring Moments.” There, someone would write about the best mentor they had or a piece of advice they wish they had received. There are dozens of anecdotal communications that attest to the effectiveness of these communications in allowing the section to reconnect.

We revived our newsletter this year. Ironically, because of the robust nature of the weekly email, some people started to refer to it as the newsletter. It took us a while to get the newsletter stocked with content and ready for an issue. We made every effort to do this. Here is an excerpt from one of the weekly communications that announced the revived newsletter. We’ve also attached a screen shot of the newsletter (and attached it when we submitted the Annual Report).

- **REPEAT CALL FOR SUBMISSIONS FOR SREM NEWSLETTER**

Please see this call from the SREM Newsletter Editors, Gaëlle Aminata Colin and Dana McIntyre!!! They are seeking your contributions to two upcoming newsletters.

Dear SREM Members,

I hope that you all are entering into a relaxing holiday season and winter break! As we are preparing to jump into a new year, we are writing to cordially invite contributions to our Winter SREM section newsletter. We welcome academic submissions including

reflections on pedagogy, book reviews, thoughts on current events, and essays. Our word limit is ~750 words.

Additionally, we want the newsletter to be a space to celebrate the work and accomplishments of our members within and beyond academia. Specifically, this year we would be thrilled to spotlight your creative and artistic work. If you create alongside your academic work you are welcome to send us your contributions including poetry, non-fiction, visual art, photography, personal reflections, meditations, music, videos etc.

Finally, don't forget to send your achievements such as newly published articles and book publications to Barbara so that they can be included in the newsletter and the weekly updates.

The deadline for contributions is **January 26th, 2024**. You can submit your contributions via email [gaelleaminata.colin@stonybrook.edu](mailto:gaelleaminata.colin@stonybrook.edu) and [dana.mcintyre@stonybrook.edu](mailto:dana.mcintyre@stonybrook.edu)  
Dana McIntyre & Gaelle Aminata Colin (The Editorial Team)

Way to go Dana and Gaelle!! After the Covid years and ASA Connect stumbles, SREM is back in full affect! We celebrate these graduate students for their efforts. They are our future.

The first issue was published in Spring 2024. It was a robust 17-page issue. Here is a link to the newsletter. [../SCJ Department /SREM Spring2024Newsletter.pdf](https://scj.department/sremSpring2024Newsletter.pdf) [MICHELLE-YOU MAY HAVE TO ATTACH A COPY OF THE NEWSLETTER IN CASE THIS LINK DOES NOT OPEN FOR YOU]



# Section on Racial & Ethnic Minorities

Newsletter | SPRING 2024

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- We maintain a section **Twitter account and X page**. For the last several years, it was maintained by Jalia Joseph, a graduate student at Texas A&M. Jalia informed the section she

would be graduated and would like to transition this role to someone else. We put out a call via the weekly email, and in early August 2024, Olivia (Liv) Hu, a graduate student at U Penn agreed to take over this function. Liv is developing a social media plan for the section.

*Describe the Section's diversity, equity, and inclusion goals. What steps were taken this year to achieve those goals?*

Our diversity, equity, and inclusion goals were to be intentional about lifting people up—not just the well-known people in our section or those from the top schools but all people. We also sought to make sure to be deliberate about seeking people from a variety of institutional contexts and backgrounds to be on committees.

The base we begin with is a good and open flow of communication to our members. Weekly emails included opportunities to connect or volunteer for various tasks. It was typically still necessary to do some targeted reach out to the membership. Here, we are deliberate about trying to build committees that reflect a good cross section of our membership and the kinds of institutional affiliations to which they belong. We look for racial/ethnic diversity, rank diversity, institutional type diversity. This includes attentiveness to those who work in the public and private sector.

*Provide an overview of the section's programming at the annual meeting and include explanation of how this programming meets the goals and values of the section (e.g. intellectual exchange, professional networking, mentoring, inclusion).*

The **Program Committee** (SREM Chair, Julio Alicea, Jason Cummings, Gunercindo Espinoza, Gabe Miller, Aisha Upton-Azzam) worked very deliberately to provide robust programming opportunities that would appeal to a wide variety of our members—and non-members. With that in mind, we began with the ideas that were circulated at the previous (2023 business meeting). After that, the committee held a series of virtual meetings where we workshopped topics. Individual members were then charged with drafting the call for papers, and then the Program Committee met again to refine these. The previous year, we noted that the calls for papers were often very narrowly written, and some sessions only had a few presenters. The goal was to draft calls that would be very broad and so many people could fit in them. Each committee member contributed to helping to provide feedback that the individual session organizers could then incorporate toward this overall goal.

We co-sponsored a session with Family section. This went against their allocation. Deadric T. Williams was the SREM organizer for this.

**Here is a list of our sessions, all of which had 4-5 presenters.**

#### **SREM 2024 ASA Sessions**

- **Challenging Racism and Whiteness in K-12 and Higher Education: Centering Student Voices, Experiences, and Rights**

**Description:** Since the police officer involved killings of Breonna Taylor, George Floyd, and a multiracial coalition of protesters led in part by young adults seen around the world, conservative parents, state legislatures, and political operatives were reenergized by renewed

political attacks on DEI efforts and the supposed “infiltration” of Critical Race Theory in K-12 and higher education. These critics posited that antiracist policies/practices or antiracist education unfairly advantage racially minoritized youth/young adults, and discriminate (or emotionally harm) their White student peers.

Local, state, and federal activities are further propelled by the U.S. Supreme Court’s recent decision (*SFFA v. Harvard* and *SFFA v. UNC*) to effectively prohibit consideration of race in college admissions. In the decision, Chief Justice John Roberts used colorblind logics to argue that affirmative action is akin to racial discrimination. What is missing from much of these debates and discussions are the voices, experiences, and rights of students of color.

This session aims to bring together a diverse group of scholars whose work both challenges racism and Whiteness in K-12 and higher education and centers on the voices, experiences, and rights of students of color to attain an equitable education free from the historically endemic oppressive nature of whiteness and racism that often represents a barrier to their social-emotional development/growth, quality of life, academic success, hope, and joy.

*Session Organizer:* Jason L. Cummings, jcummings7@luc.edu, Loyola University Chicago

*Session Organizer:* Barbara Harris Combs, bcombs2@kennesaw.edu, Kennesaw State University

*Presider:* Juanita Vivas Bastidas, jvivas1@luc.edu, Loyola University Chicago

*Discussant:* Maria Isabel Ayala, ayalam@msu.edu, Michigan State University

- *It’s Never Just the Name: How Student Activists Challenge White Supremacist Memorialization and Assert Dignity* Caleb E. Dawson, calebdawson@ucmerced.edu, University of California-Merced; Ellen Berry, ellen.berrey@utoronto.ca, University of Toronto; Alex Hanna, alex.hanna@gmail.com,
- *Latina Student Activism in Unprecedented Times: The Role of Critical Hope* Angelica Ruvalcaba, aruvalcaba4@twu.edu, Texas Woman's University
- *Latinx undergraduate experience of intellectual space in higher education* Maria Isabel Ayala, ayalam@msu.edu, Michigan State University; Sheila Contreras, sheilac@msu.edu, Michigan State University
- *Organizing Strategies and Community Care: Challenging, Resisting, and Surviving White Supremacy in K-12 Educational Institutions* Florence Emilia Castillo, f.castillo@tcu.edu, Texas Christian University
- *Stop W.O.K.E. and Racism in Florida's Schools* Jennifer Nicholas, jnicholas9@gatech.edu, Georgia Institute of Technology

- **Futurities for People of Color**

**Description:** Often in the face of oppression, people of color both within the United States and abroad often dream about the future. Whether their dreams of the future are centered around liberation for their people, collective liberation, or simply finding joy within themselves and their communities – people of color are in a constant state of imagination and hope for the future. This panel is open to a variety of perspectives on how people of color view and attempt to shape their futures.

*Session Organizer:* Aisha Ariantique Upton Azzam, upton@susqu.edu, Susquehanna University

*Session Organizer:* Barbara Harris Combs, bcombs2@kennesaw.edu, Kennesaw State University

*Presider:* Shayda Ines Hami, shami032@ucr.edu, University of California-Riverside

- *Activating the Radically Open Outsider Within: Evoking Black Joy as a Rigorous Methodology*  
Hadija Steen Mills, steen118@umn.edu, University of Minnesota
- *"It's not about numbers, it's about Power": How Latino Young Adults' Imagine the U.S. Ethnoracial Future*  
Eileen Díaz McConnell, eileen.diaz.mcconnell@asu.edu, Arizona State University-Tempe;  
Daniela Carreon, dacarreo@asu.edu, Arizona State University-Tempe
- *Mental health Paradox: Race, Self-Efficacy and the Pandemic: evidence from post COVID era*  
Richard Greg Moye, moyerg@wssu.edu, Winston-Salem State University; Daniel J Rose, rosed@wssu.edu, Winston-Salem State University; Tangel G. Towns, townsta@wssu.edu, Winston-Salem State University; Antonius Skipper, askipper1@gsu.edu, Georgia State University
- *Transnational Cultural Flows - Ethnicity and the Homeland among the Second Generation and 'New Third Generation'*  
Kevin Jun Ha, [kevinjunha@gmail.com](mailto:kevinjunha@gmail.com)
- *Two Sides, Shared History: Reimagining Salvadoran and Afghan Refugee Racialization Amidst Integration*  
Shayda Ines Hami, shami032@ucr.edu, University of California-Riverside

- **Intersectionality, Racism, and Health**

**Description:** As intersectionality travels from its Critical Race Theory and Black Feminist roots into more mainstream circles it is often “flattened” and “softened.” This session will include empirical studies that understand intersectionality provides attention to power and acknowledges that studying interlocking structures of oppression and discrimination is central to doing intersectionality. Health is shaped by multiple factors, including but not limited to race, class, gender, immigrant status, sexual orientation, and indigeneity. We seek papers that primarily address how racism intersects with other modes of domination to impact health and well-being.

We are interested in papers that utilize multiple methods (quantitative, qualitative, mixed methods, etc.), consider a variety of modes of domination (racism, colorism, sexism, transphobia, homophobia, classism, etc.) and consider these determinants of health at multiple levels (individual/interpersonal, community, structural, etc.).

*Session Organizer:* Gabe H. Miller, ghmill@uab.edu, The University of Alabama at Birmingham

*Session Organizer:* Barbara Harris Combs, bcombs2@kennesaw.edu, Kennesaw State University

*Presider:* Gabe H. Miller, ghmill@uab.edu, The University of Alabama at Birmingham

*Discussant:* Margot Moinester, mmoinester@wustl.edu, Washington University-St. Louis

- *"I have to trust God to protect my babies": Anti-Black Racism, Black Motherwork-related Stress, and Religion*  
Mia Brantley, mia.brantley@ncsu.edu, North Carolina State University; Myles Moody, mdmoody@uab.edu, The University of Alabama at Birmingham; Shaonta' E. Allen, shaonta.allen@dartmouth.edu, Dartmouth College; Cayden Norman, cbnorman@ncsu.edu, North Carolina State University

- *Black Feminist Frameworks & Health: Breast Cancer Survivorship from an Intersectional Lens*  
Virginia Ashley-Marie Leach, vleach2@illinois.edu, University of Illinois at Urbana-Champaign
- *"I'm Tired of Working Harder": Misogynoir and Black Women's Mental Health In New York City*  
Breanna D Brock, bdbrock03@gmail.com, Stony Brook University
- *Developing a Racialized Legal Status Stress (RLSS) Scale among Latino Immigrants to Understand Health Disparities*
- Rachel Zajdel, rachel.zajdel@nih.gov, National Institutes of Health; Erik J Rodriguez, erik.rodriguez@nih.gov, Division of Intramural Research, National Heart, Lung, and Blood Institute, National Institutes of Health; Eliseo J Pérez-Stable, eliseo.perez-stable@nih.gov, Division of Intramural Research, National Heart, Lung, and Blood Institute, National Institutes of Health

- **Solidarity, the Color Line, and Backstage Racism in "Social Justice" Organizations**

**Description:** This session seeks to critically examine the inner work of cross-racial solidarity in organizations that espouse social justice values (e.g., social service organizations, government agencies, schools, workplaces, etc.). The 2020 summer of racial reckoning facilitated renewed conversations about solidarity across the color line. Non-Black groups took steps to signal their commitment to dismantling anti-Blackness in the larger society and to a lesser extent, within themselves.

The 2022 Los Angeles City Council controversy reflects one prominent example of a delimited racial solidarity only in the frontstage, when a Latina council member was caught in the "backstage" disparaging members of the city's Black and Indigenous communities to receptive Latinx colleagues.

We decided to forego a longer business meeting in favor of using the extra-time for roundtables. Our student member of the Committee worked diligently to recruit and place more senior scholars at the roundtables to provide feedback to participants, who were largely students or newer scholars.

- **Section on Racial and Ethnic Minorities Roundtables**

*Session Organizer:* Gunercindo Antoneo Espinoza, espin129@umn.edu, University of Minnesota-Twin Cities

*Session Organizer:* Barbara Harris Combs, bcombs2@kennesaw.edu, Kennesaw State University

There were ten (11) separate roundtables:

Table 1: The People's of Color Racialized Experiences within Higher Education

Table 2: Racialized Politics and Social Movements

Table 3: Women's of Color Racialized Experiences of Motherhood and the Workplace

Table 4: Racialized Social Integration, Assimilation, and Resistance

Table 5: Historical Perspectives on Racism and Anti-Racism

Table 6: Race, Racism, and Young Queer People's of Color Experiences within K-12 Education and Communities

Table 7: Racialized Knowledge, Epistemology, and Ideologies

Table 8: Structural Racism as a Determinant Social Factor of Wealth Accumulation and Overall Quality of Life

Table 9: Racialized Identities, Social Interactions, and Dialogue

Table 10: Asians' Racialized Experiences within the United States

Table 11: Open Topics on Race and Racism

## **Reception**

As one of the largest sections, we wanted to be deliberate about our efforts to support and work with other sections. For this reason we planned a joint reception with the Environmental section. This would enable us to use our financial support to have a reception that would afford and opportunity for connection, collaboration and financial relief. It was important to us to have food—again, Montreal is an expensive location, and this would allow us to make sure vulnerable populations like graduate students and people from less resourced institutions would be fed. It also allowed us to publicly celebrate our award winners and garner wider recognition of their achievements and possible future collaborators.

Here is the agenda from the joint reception, which was attended by approximately 150 people.

JOINT RECEPTION: SECTION ON RACIAL AND ETHNIC MINORITIES & SECTION ON ENVIRONMENTAL SOCIOLOGY

Palais des Congres de Montreal, 517A

7:15 to 9:15pm

Session Organizers: Maricarmen Hernández, Barnard College; Dawne M. Mouzon, Rutgers University-New Brunswick

Raul Raoul S. Liévanos, Ph.D. (*he/him/his*), Chair-Elect, Section on Environmental Sociology,

Barbara Harris Combs, Chair, Section on Racial and Ethnic Minorities

Agenda

7:15 – 7:45: Mingling

7:45: Announcement that awards will begin soon

7:55: Welcome from Chairs

- SECTION ON ENVIRONMENTAL SOCIOLOGY: Debra Davidson

- SECTION ON RACIAL AND ETHNIC MINORITIES: Barbara Combs

8:00 – 8:15: SECTION ON ENVIRONMENTAL SOCIOLOGY Awards

8:15 – 8:30: SECTION ON RACIAL AND ETHNIC MINORITIES Awards

8:30 – 9:15: More mingling

## **ASA CONNECT**

We made overt attempts to connection through Table Talks at ASA Connect (Christian, Combs, and Villarreal). Our treasurer, Dawne Mouzon, came down with Covid and was not able to attend, but she provided substantial support for the meeting.

## **PAVILION TALK: Making Connections through Sections**

Our section leadership participated in one of the Pavilion talks.

- Join ASA Staff and Section leadership to explore ways to find community through Section membership. According to a survey of ASA members, the opportunity to join ASA's 53 Sections is one of the most highly valued member benefits. Sections are where sociologists with similar research interests connect. They offer year-round programming, such as professional development webinars, Annual Meeting panels, mentoring programs, and networking events. Many members find that Sections offer attractive opportunities for disciplinary leadership.

*Participant:* Mark Fernando, mfernando@asanet.org, American Sociological Association

*Participant:* Barbara Harris Combs, bcombs2@kennesaw.edu, Kennesaw State University

*Participant:* Kevin D. Dougherty, kevin\_dougherty@baylor.edu, Baylor University

*Participant:* Patricia Snell Herzog, psherzog@iu.edu, Indiana University Indianapolis

*Participant:* Dara Shifrer, dshifrer@pdx.edu, Portland State University

*Participant:* Ori Swed, Ori.Swed@ttu.edu, Texas Tech University

Provide an overview of the Section's programmatic activities outside of the Annual Meeting (e.g. webinars, networking events, mentoring initiatives, resources for dissemination) and include explanation of this programming meets the goals and values of the Section.

## **Mentoring Event**

We held a mentoring mixer at the Annual Meeting. The event was organized by Michelle Christian (then Chair Elect) and Melissa Villareal (then Graduate Student Rep). Fifty-eight people RSVP in advance and between 30-40 attended.

Below is the planning notes and agenda for the event and the flyer we advertised on our listserv. We ended up focusing on the Speed-Connect activity.

### **1. Structure of event.**

1. Welcome Introduction, 3 minutes
2. Speed-Connect, 40 minutes (two groups)
3. Pair activity, 15 minutes (two groups)

### **2. Icebreakers, getting people connected**

1. Speed-connect  
Create two circles, one on outside, one on inside  
Create 15 questions (Melissa)  
Start with pair, ask one question, have three minutes,  
Switch pair, ask a new question
2. Pairs. Start by telling people to find a pair of something they share, have in common. Once they found a person, now need to find a pair, of something they have in common. And then build from there, till whole group is one pair

### **3. To-Go bags**

1. Bring 40-50 bags to Montreal (Michelle)
2. Do research on local food items we can put in, nuts, chips, etc. (Michelle)
3. Meet up, late Friday, Aug 9, buy items and assemble (Michelle and Melissa)

#### 4. Advertising

1. Create a picture, add event info, date, time, place. Language RSVP not required but reach out to us to let us know if you'll make it via email or google form. (Melissa picture, Michelle google form)
2. Post on social media, Barb's email to SREM, attach to email for faculty outreach

#### 5. Faculty Outreach

1. Create list of faculty, write email inviting to event (Michelle)



*Provide an overview of the Section's programmatic activities outside of the Annual Meeting (e.g. webinars, networking events, mentoring initiatives, resources for dissemination) and include explanation of this programming meets the goals and values of the Section.*

#### Needs Survey

Our Graduate Student Representative, Melissa Villareal, created a survey form to send out to section members who were students and early career scholars. We asked seven questions about what members wanted us to focus on this year. Choosing to do a mentoring webinar and social event at ASA in Montreal came from results of the survey. We had 24 respondents. Below is a screen shot and attached when we turned in the Annual Report is the survey.



## ASA Survey on Student and Early-Career Scholar Needs

Please respond to the questions below to help SREM understand what your needs are and how we can plan programming that will best serve you. Thank you!

\* Indicates required question

1. What is your name and current affiliation?

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2. What are you hoping to get from your SREM membership? Select all that apply. \*

Check all that apply.

- ☐ Networking Opportunities
- ☐ Professional Development
- ☐ Job Market Advice
- ☐ Leadership Experience
- ☐ Mentorship
- ☐ Publication, Writing Support
- ☐ Community Building, Social Events
- ☐ Other: 

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### Mentoring Event, April 2024

We held a mentoring webinar April 15, 2024. The webinar, “Diverse Career Paths for Sociologists of Race & Ethnicity and Related Fields” was focused on alternative career pathways different from traditional tenure-track. We had four wonderful speakers: Dr. Jonathan Cox, Vice President, Center for Policy Analysis and Research, Congressional Black Caucus Foundation; Dr. C.N. Le, Senior Lecture II, Sociology, Director, Asian & Asian American Studies Program, University of Massachusetts, Amherst; Dr. J. Carlee Purdum, Research Assistant Professor and Assistant Director, Hazard Reduction and Recovery Center; and Melissa Villarreal, PhD Candidate, Research Assistant Natural Hazards Center, University of Colorado Boulder. Michelle Christian moderated. We had over 40 people RSVP and around 25 attended.

Below is the agenda and notes for the webinar and the flyer we distributed to advertise.

#### Diverse Career Paths for Sociologists of Race and Ethnicity

**Monday, April 15, 2024**

**12-1:15 pm, CT**

Brief introduction (name), why we wanted to do webinar, what structure will be.

Thank you all for being here. We’re excited to offer this webinar from ASA’s section on racial and ethnic minorities. I am Michelle Christian, Associate Professor in department of Sociology at the University of Tennessee, and chair of the mentoring committee for SREM. I want to give a special thank you to our section head, Dr. Barbara Combs who encouraged the work of the mentoring committee and my fellow committee member Melissa Villareal who is on our panel today.

We wanted to offer this professionalization webinar to provide a forum for graduate students and early career scholars to learn from scholars who are in diverse career

positions ranging from research focused, teaching centered, and or working outside of an academic institution. There are multiple ways a Phd in Sociology with a focus on race and ethnicity can be harnessed toward different fields of work. The four panelists today speak to these different pathways and opportunities.

Our panelists will speak for about 45 minutes based on questions we have prepared, than we will open it up to the audience. Please place your question in the chat, or directly message me, if you have a specific question you would like to ask.

Roughly 12 minutes per

- 1) Please introduce yourselves. In your answer, please highlight your affiliation, what your day-to-day duties are, your role within your institution. Also tell us about what your path or trajectory to getting to where you are, Was this always your plan?
- 2) What advice would you give to graduate students and early career researchers who are also trying to figure out where to take their careers, and how they can best gains skills to foster these opportunities? What actions, activities, outside of traditional academic skill building (i.e. publishing journal articles) should people pursue? Are there ways we participate in service activities as graduate students and scholars that can be leveraged to gain different types of skills, for example, leadership development, fundraising, summer trainings, organizational teamwork, networking, etc.? What do you plan to do to keep fostering these types of skills?
- 3) What do you wish you had done differently at an earlier stage of your career?
- 4) Do you have an example when you didn't receive the support you needed and you had to find other avenues, forums, people, to support you? How can graduate students and early career faculty better advocate for themselves?



## **Joe Feagin's Retirement**

The section announced and broadly supported a virtual retirement party for Joe Feagin, a pioneering and leading scholar in the field and section, held Tuesday, May 14<sup>th</sup>. The party was given by his colleagues at Texas A & M.

# Section on Racial & Ethnic Minorities

Newsletter | SPRING 2024

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# A Message From Our Chair



Many people think I am an extrovert. In many respects, I am, but the truth is I am also very comfortable sitting back and saying nothing or curled up on couch listening to music or reading a book. Still, my absolute favorite past-time is observing people. So, in many respects, I think I have always been a sociologist even before I knew the meaning of the word!

Together, my love for reading and my people watching skills have equipped me to be very good at reading people. Now, to be clear, I have been fooled a few times, but I most of the time, my observations are right on point. Hint: If you don't want to know the plot/ending, don't watch a movie or television show with me. I can just observe the context clues and other subtle insights and figure out "who done it!"

In the last few years, I have begun to reflect on my "superpower." I think it is best summed up by the Zulu phrase "Sawubona!" It means "I see you." I love the way Loominternational.org explains the word. They write, "More than words of politeness, sawubona carries the importance of recog-

nizing the worth and dignity of each person. It says, "I see the whole of you—your experiences, your passions, your pain, your strengths and weaknesses, and your future. You are valuable to me." Sometimes, it is interpreted as the collective "we."

I say to each of you sawubona.

ASA can feel like a big, impersonal space. Sections give us the opportunity to feel a sense of connection with others. I am proud to be your section leader, and I am grateful to each of you for your membership in ASA and our section.

We are seers. We see racial inequity in the world, and it is our charge to address it.

I hope to see many of you at the meeting in August. We draw strength from each other. At the last annual meeting, during the business meeting several people said they have the intentional practice of getting a double room at meetings, so they can host someone who might not financially be able to participate. If you are willing to do that, let me know. If you are someone in need of support, let me know that too. My email is [bcombs2@kennesaw.edu](mailto:bcombs2@kennesaw.edu). I will keep a list, and we will see if there are ways the community can support each other.

You are not alone. We see you.

Yours in the struggle,

Barbara Harris Combs

Special thanks to our graduate student newsletter organizers, Dana McIntyre and Gaelle Aminata Colin for their vision and great work to revive the SREM Newsletter.

# Meet the Editors



For those who don't know us, we are Dana McIntyre and Gaëlle Aminata Colin, editors of the SREM newsletter and PhD students at Stony Brook University. We are so excited to restart the newsletter and celebrate the creativity and genius of people within the section. Along with including the typical list of new publications, introductions, and section awardees we also have included the non-academic work of our section members. We believe that both are worth uplifting and celebrating! We hope that you enjoy the pieces that are in this newsletter and that connections can be made with others who have similar interests. Looking forward to seeing you all at ASA!

Warm Regards,  
Dana & Gaëlle



# 2023 Awards Spotlight



## SREM Founder's Award.

Dr. Anthony Ocampo The nominators and committee note that along with Ocampo's meaningful leadership and service to the discipline, Dr. Ocampo is a path-breaking intersectional scholar who has made and is making enormous contributions to several fields of Sociology and Ethnic Studies. Ocampo's professional and academic accomplishments exemplify how his key commitment is to conduct research to understand and reimagine a more just society. The committee unanimously and enthusiastically endorses Dr. Ocampo.

## The SREM Joe Feagin Distinguished Undergraduate Student Paper Award

"Policing of Black Woman's Hair in the Military" by Taylor Holden, University of North Carolina, Wilmington. Advisor: Dr. Candice Robinson



## Oliver Cromwell Cox Book Award for Anti-Racist Scholarship

Black Culture Inc. How Ethnic Community Support Pays for Corporate America by Patricia A. Banks'

## Oliver Cromwell Cox Article Award

Ethnoracial Capitalism and the Limits of Ethnic Solidarity (Social Problems, 2021) by Jody Agius Vallejo and Stephanie Canizalez: <https://academic.oup.com/socpro/article/70/4/961/6448634>

The committee also awarded an Honorable Mention to Jennifer Jones for her article: "They Are There with Us": Theorizing Racial Status and Intergroup Relations" (American Journal of Sociology, 2022).

## The James Blackwell Graduate Student Paper Award

"WEEDED OUT: An Intersectional Analysis of Inequity in the U.S. Cannabis Industry." by Katie Kaufman

The committee also awarded an honorable mention to "Racialized Romance: Rethinking Preferences and Opportunities in a Comparative Analysis of East Asian Women's Mating Outcomes by Olivia Y. Hu, University of Pennsylvania.

# 2023 Committee Members

## Section Council

**Chair:** Barbara Harris Combs, Kennesaw State University

**Chair-Elect:** Michelle Christian, University of Tennessee, Knoxville

Section Secretary/Treasurer: Dawne Marie Mouzon, Rutgers University

María Isabel Ayala, Michigan State University

Guadalupe Marquez-Velarde, Utah State University

Tsedale M. Melaku, Baruch College, CUNY

Raúl Pérez, University of La Verne

Victoria Reyes, University of California, Riverside

Melissa Villarreal, University of Colorado Boulder (Student Representative)

Apryl Williams, University of Michigan

## Publications Committee

Waverly Duck, University of California, Santa Barbara

Yasmiyn Irizarry, University of Texas at Austin

Whitney Pirtle, University of California, Merced

Daisy Reyes, University of California, Merced

Deadric Williams, University of Tennessee-Knoxville

Hajar Yazdiha, University of Southern California

We are looking forward to seeing all of you this summer in Montréal



119TH ASA ANNUAL MEETING

**Intersectional Solidarities:  
Building Communities of  
Hope, Justice, and Joy**

**AUGUST 9-13, 2024  
MONTRÉAL, QUÉBEC**

# Diverse Career Paths for Sociologist

## Spotlight on The Mentoring Committee

The Mentoring Committee held a national webinar in April on "Diverse Career Paths for Sociology of Race & Ethnicity and Related Fields." Panelists included Dr. Jonathan Cox, Dr. C.N. Le, Dr. J. Carlee Purdum and Melissa Villarreal. The panelists, who held various types of positions in and out of academia, highlighted a variety of career trajectories scholars of race and ethnicity can take and offered advice on how to achieve one's career goals. We're grateful for the panelists' expertise and all who participated. We look forward to seeing you all at our next mentoring meet-and-greet immediately prior to the SREM reception in Montreal.



**ASA'S SECTION ON RACIAL AND ETHNIC MINORITIES**

### DIVERSE CAREER PATHS FOR SOCIOLOGISTS OF RACE & ETHNICITY AND RELATED FIELDS

**Monday  
April 15, 2024  
12-1:15pm CT**

In this webinar, we will highlight a variety of career trajectories that Sociologists of Race & Ethnicity and related fields can take post-PhD. You will hear from four panelists with distinct paths to hear about what they did in graduate school to foster their chosen career trajectories and what they would recommend to current graduate students and early career scholars.

 <p><b>DR. JONATHAN COX</b> Vice President, Center for Policy Analysis and Research Congressional Black Caucus Foundation</p>	 <p><b>DR. C.N. LE</b> Senior Lecturer II, Sociology Director, Asian &amp; Asian American Studies Program University of Massachusetts, Amherst</p>	 <p><b>DR. J. CARLEE PURDUM</b> Research Assistant Professor and Assistant Director, Hazard Reduction and Recovery Center Texas A&amp;M University</p>	 <p><b>MELISSA VILLARREAL</b> PhD Candidate, Sociology Research Assistant, Natural Hazards Center University of Colorado Boulder Fall 2024: Federal Postdoc</p>
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 Click to register [here!](#)

 Questions? Email: [Melissa.Villarreal@Colorado.Edu](mailto:Melissa.Villarreal@Colorado.Edu)



# Outcome-oriented education

## Denial of joy, justice, and freedom

Contribution by Dr. Hadi Khoshnevis

In a transactional model of education, where a teacher delivers and students receive, the assumption is that teaching and learning are objectively unified experiences, and their impacts are instantly measurable. Such an assumption explains why the standardized Student Evaluations of Teaching (SETs), a tool that best epitomizes this outcome-oriented approach, have become the common benchmark since the 1960s (Benson and Lewis 1994), despite their many criticisms. Some of these criticisms are around SETs' potential bias against certain demographics, for instance, non-white, non-native speaker, or female faculty, or certain subject matters (ASA 2019). They have also been criticized based on how they could restrict faculty's academic freedom and function, as a means of administrative intrusion into the classroom, or even based on their reliability and validity as statistically accurate tools. SETs, whether reliable, biased, or not, are common elements in faculty's portfolio capable of determining their fate. They are used in annual evaluations, as well as salary and promotion and tenure decisions.

The contents of these evaluations are provided by the other side of the learning process, i.e. students, regarded as customers, who must be kept satisfied. Faculty's academic freedom, thus, in choosing the course content, class interactions and pedagogy, and grading is impacted by their concerns about these evaluations. The precarity that the teachers feel in such a system that views education as a fast-paced knowledge-delivery service industry with a relatively short feedback loop, forcibly turns the collaborative learning process into a petrifying feeling good struggle. As bell hooks writes in *Teaching to Transgress*, what such a mercantilist model of knowledge-delivery does for professors is creating a system where they "want to feel that by the end of the semester every student will be sitting there filling out their evaluations testifying that I'm a "good teacher."" (1994, 153)

This feeling "good" that stems from a sense of insecurity, constant scrutiny, and relentless call from

the administration for "continuous improvement", is founded upon the mind-body split that denies true feelings of pain and joy in the process of authentic inquiry as well as collective knowledge production which results in genuine fulfilment rather than success in what Berry et al. call "academic assembly line" (2001, 87). The idea that cognition without agency happens in bounded individuals and away from emotions and community is the continuation and infiltration of an individualistic mindset and structure which removes individuals from their environment and deprives them the potential for a liberatory education which, according to Freire, should happen with people, with the world, and in the world. SETs are the epitome of the quantification in the outcome-based education, where speedy and measurable learning is the benchmark for success. What we teach in social sciences and humanities, as bell hooks writes, could be painful and troubling, and "It may be six months or a year, even two years later, that they [i.e. the students] realize the importance of what they have learned." (hooks 1994, 153) A hard reality which places teachers between a rock and a hard place, where some form of compromise is needed, either at the expense of the students or teachers or both. In either case and ultimately, this compromise will be at the expense of learning.

SETs are indeed a means of forcing teachers to satisfy the customer base whose assessment determines the fate of their teachers. Now, if the topics are hard, and the teachers look for true communication and collective knowledge production, would students appreciate it? There comes the compromise again. Students who have no agency in their educational process, be it selection of materials, pedagogy, or assessment methods, are left with one conduit to guide their power, or lack thereof, and that is end of the semester evaluations. That is where they express their opinion, even sometimes about the class size or the class hours. Teachers have to carry some additional weight here: the weight of institutional dysfunction, inherit-

ed from the larger capitalist enterprise. Here, the bias comes into picture again. bell hooks search for “feeling good” of course was impacted by who she was: a female black teacher who taught about feminism and black thought. That is why Freire (2005) in *Pedagogy of the Oppressed* states that in the banking or transactional model of education students are not consulted about the content, pedagogy, or assessment of their experience. The teacher narrates and the students passively listen. Conversely, if students and teachers were able to communicate about the class, its aims, content, delivery, evaluation, and if they could have a dialogue about the hopes and restrictions of their experience, they would already have their agency recognized, respected, considered, and exercised.

In a genuine attempt to learn, this agency and dialogue cannot be postponed due to exigency or expediency. In a liberatory education, as Freire puts it, teachers and students are collaborators; teachers are teacher-students and students are student-teachers, a configuration that openly contradicts the contractual model of education with a server and a clientele. In liberatory education even hard topics which can bring full silence to a classroom pave the way for constructing a path forward with genuine joy and authentic responsibility. Students enter the scene as agents to form solidarity, to work through hardship with determination and hope. Embracing long-term fruits of education, as well as collective emotions in the class and the long-standing affects that are the lingering and long-lasting feelings outside the classroom, do not align with an education system that searches for, what Bill Reading (1996, 127) phrases as “the passage from ignorance to enlightenment in a particular time span.” Learning starts before the class begins since students do not enter the class as blank slates or empty containers, and learning continues after the class since processing knowledge requires time to reflect, instantiate, apply, and discern. Time is an integral component of learning and also of mass production of competitive and replaceable economic labor.

Creativity requires time, not haste and stress. As Berg and Seeber (2016) write, we need to slow down to respect authentic learning and reduce the induced stress. Joy needs to replace stress and haste must be replaced with patient inquiry. Joy is not the same as ease. There is nothing easy or comforting about the genocide of Native Americans and their abandonment in reservations. There is nothing soothing about Frederick Douglass’s speech on Fourth of July

and appeals to democracy in the most armed nation in the world with the largest war machine in human history. Joy is the deep lingering determination and zeal for discovery; joy is that before-action integrity which true inquiry bestows upon its subject. Slowing down and exploring joy in revelation inspires action and liberation. It fights against fatalism (Khoshnevis 2021). Hence, slowing down is a matter of agency. As Anna Tsing (2012) writes, “slowness is a dream to encourage, not a trait to objectify.” (95) According to Berg and Seeber (2016) slowing down is not a call for a slow-paced retreat from the world, rather it is, as Freire writes, an impatient and restless process of inquiry that results in hope and emancipation. Slowing down to detect, explore, reflect, and act is not a luxury. It is a necessity that the mechanistic model of education cannot afford, and therefore, stigmatizes with its relentless call for improvement and instillment of inadequacy and guilt. Slowing down is not being passive; it is a matter of taking one’s agency back in an alienating system of speedy mass production.

The claim here is not to either deny the necessity for some form of accountability measure (of course why, by who, and how the faculty are evaluated matters) or undermine students’ experience, perception, judgement, and capability to provide useful feedback. To the contrary. It is a genuine call for the retrieval of our abandoned agency. The aim is to remain true to our individual and collective process of fulfillment through exploration and inquiry where joy is directed towards justice and liberation. We need to recognize and truly embrace emotions of fear and despair to move towards joy and agency. Education and learning should be embodied to offset centuries of split between mind and body since students, as true teachers, show that there is barely any separation between how one thinks and how one feels. We need to spend time with these elements of learning to be able to transform the politics of pleasure and its distribution, so we can settle, as suggested by Auroa Levins Morales (2019), where joy meets justice in the intersection of genuine reflection and responsible action.

# Exploring Alternative Career Paths for Sociologists

Contribution by Dr. Lisette Garcia



Sociology as a field offers a wide range of career paths. Stop and think about all the valuable skills that you, as a sociologist possess – data analysis, research, advocacy, an understanding of society and people, among other things, but these are all skills that are highly sought after in various industries and sectors. And while these sectors often differ widely from higher education, it is possible to make meaningful contributions to society and pursue a rewarding professional path beyond academia.

My personal journey has been one that led me down the path of data analysis and research, mostly, and that's because of the strong analytical skills and expertise in collecting and interpreting data that sociology has afforded me. I currently work as the Chief Research Officer at a non-profit organization where I partner with large corporations to help them analyze employment trends and provide valuable insights on market trends to help them attract and retain a diverse workforce. In this role, I do more than just conduct surveys and present results but given the special skills of sociologists to understand communities and cul-

tural dynamics, as well as individual behavior, social problems and inequalities, I offer a unique perspective that can help companies foster inclusive workplaces, manage conflicts, and improve employee satisfaction and productivity. Before this role I worked my way up the ladder in the non-profit sector to go from director of research to Chief Operating Officer. This move required me to learn a whole new set of skills like budget and finance, development/fundraising, and communications. All things which I was able to pick up on quickly because sociology had prepared me well. There's been some zigging and zagging throughout my career, but I have enjoyed every moment of it.

The decision to pursue a career outside of higher education was not an easy one but it has served me well. No matter where I have worked, I have always maintained my sociological ties by being a member of ASA and SSS and being active in both organizations. I have served on various committees and supported our discipline to the best of my ability. I have been fortunate to be in a position that affords me the opportunity to do research (which I love) and assist my partners to design and implement initiatives to address the issues they are facing within their organizations, while remaining connected to sociology. It's the best of both worlds for me.

So, think about all the fields you can enter: data, research and data science/tech, policy and advocacy, human resources and organizational development, community development and social services, and even media and communications; and think about the impact you could make by putting your sociological skills and knowledge to use, that will help you determine if it's the right move for you. But before you make the decision to alter your career path, I offer one important piece of advice, that will sound simple, but that people often forget: a vita and a resume are not the same thing, so be sure you update your resume to showcase your skills in a broad way so that others will see you as the best candidate for the position because you know you are.



# Collaborating Beyond Academia

Spotlight on Breanna Brock



Breanna Brock is a Ph.D. candidate in Sociology at Stony Brook University. In her dissertation work, she explores racism-related stress, misogynoir, Black identity development, and mental health in a diverse sample of Black women (African American, Haitian, Jamaican, Nigerian, and Ghanaian) in the NYC metro area.

Breanna's dedication to addressing health disparities extends beyond academia. In 2017, she founded the influential plant-based wellness community, Plant Based Bre. This community, with its mission to make plant-forward eating accessible, sustainable, and culturally centered, has been instrumental in promoting healthier lifestyles within communities of color.

Recently, Breanna's passion for sustainability and community led her to collaborate with Earth In Color, a Brooklyn-based, Black-led, creative studio. This collaboration, rooted in a shared vision of affirming and strengthening "cultural, spiritual, physical, and ancestral connections to the natural world," has been a testament to Breanna's commitment to her work.



Breanna developed a plant-based recipe for the series Eating Good, Harissa Roasted Carrot and Herby Navy Bean Salad, and a Guide to Storing and Prepping Vegetables. Through her years helping people transition to a plant-based diet, Breanna recognized that most barriers to eating more plants were (1) people's unfamiliarity with how to cook a variety of vegetables and (2) people's struggle with buying produce but letting them spoil before they're able to cook them. Through this collaboration, Breanna educates her community on maintaining the shelf life of fresh produce, which would help incorporate more plants into their diet without losing money due to food waste.

Through her work, Breanna continues her family legacy of cooking for community and bringing awareness to the mind/body connection through food.

# Fieldwork Had Me in My Feelings

A Contribution by Dr. Chinyere Osuji

This theoretical memo and poem can be found on Dr. Chinyere Osuji personal [website](#).

July 2019, I was in Chicago conducting in-depth interviews with Africans working as registered nurses or in nursing school. I called a Lyft to take me to an interview on the Southside. The driver today was a man named B\*\*\*\*\* a thin dark-skinned man with a straight nose. He discussed how Uptown is the area where historically Nigerians would migrate to initially and then once they became settled, they would move on to other areas of the city. He said that Uptown historically was where many undocumented Nigerians live and that once they got their papers, they'd move elsewhere.

He said that back in the day, decades ago, Nigerians worked together more. He said that it is mostly gone now, except among the Igbos who have more solidarity. (Everyone always thinks the other groups have more solidarity.) He said there are not enough events for kids and that his son never wanted anything to do with Nigerian culture until he went away to U of I. He knew about the history of NAPA being originally for public servants and then moving to professionals in general. However, there is nothing pan-Nigerian, which he really wants and thinks is important.

He also said a lot of other things. It was a really uncomfortable moment that made me feel small. That conversation inspired a poem that I wrote four years later.

The Disappearing Aunties

Got to get a green card  
Got to get a green card

“Go to the West side.  
That’s where you will find them.  
They are dumb over there.  
Say you’re in love with them.  
They believe anything.”

He chuckles. I am stunned.  
But he’s older, wiser.

Allegedly.

Is the Southside too smart?  
Is that how I met them?  
Sarah. Mariah. More  
Elders yet not aunties?  
First name without title?

And I spoke without fear  
They can’t isolate me  
With language like others  
The aunties and uncles

Mine.

I got to speak to them  
They did not roll their eyes  
I played with their kids too  
Uncle was not the dad.

Baby came, bundle of joy  
Made sure I heard small-small  
“America spoils them.”  
“Women have too many rights.”  
In English not Igbo

I push back. As did she.  
The end of the new life.

She who hits last hits best  
“Cause Westside doesn’t play.”

So she got half they say  
Goodbye Mariah. Sarah.

Uncle is mad. Going back home.  
Fresh goods on sale for cheap.  
“ATM wife only.”  
Others need not apply

That’s where you will find them.  
They are dumb over there.  
Say you’re in love with them.  
They believe anything.



# Visualizing Research

Spotlight on Dr. Jimiliz Valiente-Neighbours



Kagitingan braids together music, movement, visual art, and the exact words of Filipino World War II Veterans, telling their stories of friendship and loss, belonging and discrimination, and of their resilience during the war and their ongoing struggle for recognition. The title comes from a Filipino word meaning “valor” in English, and Araw ng Kagitingan, or Day of Valor, is a national holiday in the Philippines to commemorate the Bataan Death March when thousands of Filipino soldiers serving with American forces lost their lives. The audiences will encounter endearing characters based on Filipino WWII veterans interviewed in California and Hawai’i in the United States and Pangasinan and Ilocos Norte in the Philippines. This fusion of dance and documentary theatre celebrates the unyielding spirit of these unsung heroes.

This project is inspired by the doctoral research of Dr. Jimiliz Valiente-Neighbours on citizenship and identity, which was funded by the UC President’s Dissertation Year Fellowship, the UC Center for New Racial Studies, and the Eugene Cota-Robles Fellowship and garnered the inaugural Steck Family Dissertation Excellence Award. The show was developed

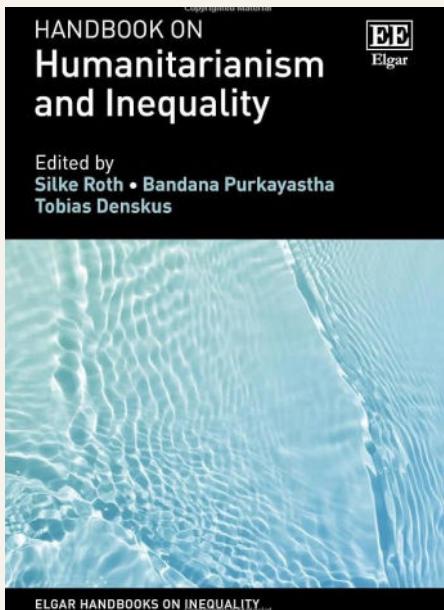
with support from the MAP Fund and the California Arts Council.

Kagitingan premiered in San Diego in October 2023, during Filipino American History Month, and celebrated eight sold-out shows. It received a nomination for Outstanding New Play by the San Diego Theatre Critics Circle for its 2023 Craig Noel Awards for Excellence in Theatre.

Dr. Jimiliz Valiente-Neighbours welcomes inquiries from folks who have more questions, would like to learn more, and would like to lend support towards future productions!



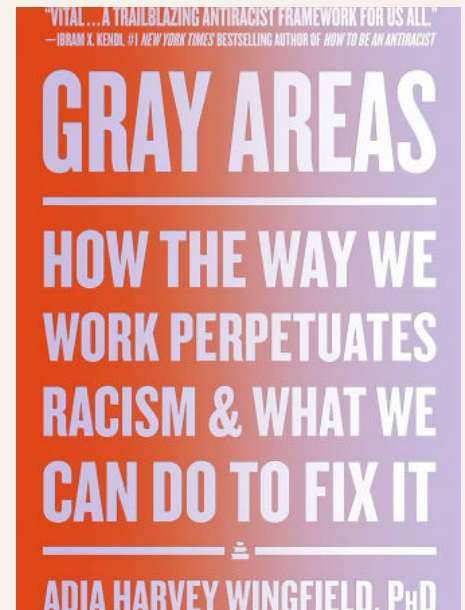
# Books by SREM Members



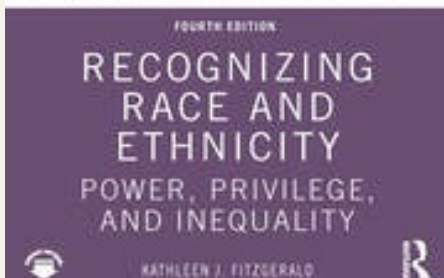
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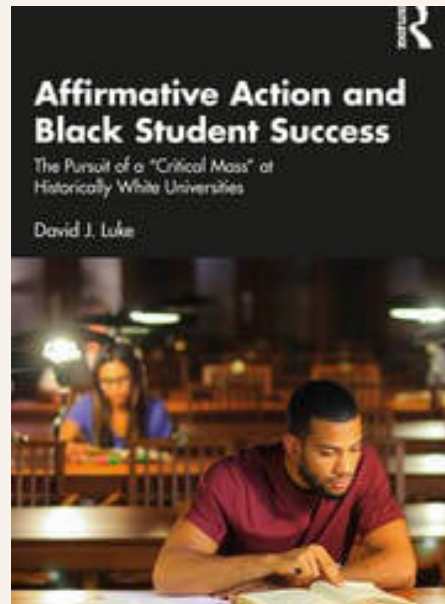
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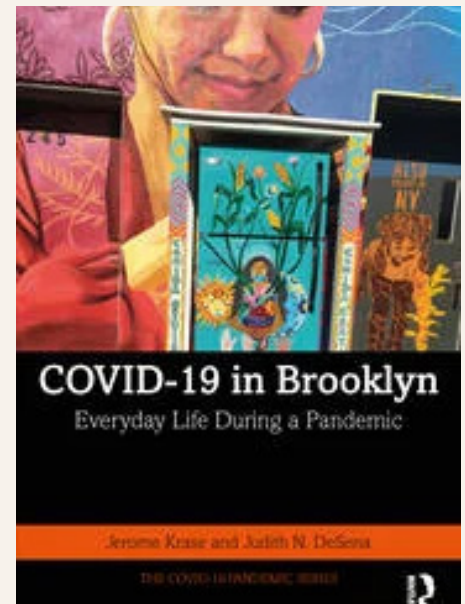
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Wu, Mei, MaryJo Benton Lee, Forrest W. Parkay, and Paul E. Pitre. 2023. "Ethnic Minority Education in China." in *Oxford Research Encyclopedia of Education*.

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Osuji, Chinyere. 2023. Why We Need to Undo the Whitewashing of Cleopatra — in Hollywood and Beyond. Popsugar. <https://www.popsugar.com/entertainment/cleopatra-race-debate-explained-49186048>

# ASA Survey on Student and Early-Career Scholar Needs

Please respond to the questions below to help SREM understand what your needs are and how we can plan programming that will best serve you. Thank you!

\* Indicates required question

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1. What is your name and current affiliation?

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2. What are you hoping to get from your SREM membership? Select all that apply. \*

*Check all that apply.*

- ☐ Networking Opportunities
- ☐ Professional Development
- ☐ Job Market Advice
- ☐ Leadership Experience
- ☐ Mentorship
- ☐ Publication, Writing Support
- ☐ Community Building, Social Events
- ☐ Other: 

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3. What would be most beneficial to you from a mentorship committee? \*

*Mark only one oval.*

- ☐ Professional Development Webinars
- ☐ Being Assigned a Mentor
- ☐ Write-Ins
- ☐ Other: 

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4. If we hosted professional development webinars, what topic(s) would be most useful to you? \*

*Check all that apply.*

- ☐ Meet a Sociologist! (panelist of sociologists who had different career paths)
- ☐ Job Market Tips (focused on strategies for navigating academic and/or non academic job market)
- ☐ How to Publish Your Research (focused on how to publish)
- ☐ Non-Academic Jobs for Sociologists (focused entirely on non-academic career paths)
- ☐ Taking Care of Your Mental Health (focused on strategies for self care)
- ☐ Other: \_\_\_\_\_

5. Would you attend an in-person social at ASA? \*

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Maybe

6. If no or maybe, can you share why?

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7. What is your intended career path? \*

*Mark only one oval.*

- ☐ Academic, Tenure-Track
- ☐ Academic, Non-Tenure Track
- ☐ Non-Academic, Non-Profit
- ☐ Non-Academic, Government
- ☐ Non-Academic, Self Employed
- ☐ Not sure yet
- ☐ I am considering more than one of these options
- ☐ Other: \_\_\_\_\_

8. Anything else you'd like to share about your needs or what you would most benefit from?

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