

Beth Rushing (rushing@guilford.edu), Running for President

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality.

Though I do not regularly teach now in my administrative role, I have taught courses on race, class, gender, and sexuality throughout my career. I co-taught an early course on sociology of gays and lesbians at Kent State in the early 1990s, and used to teach sexuality courses on a regular basis. I've taught graduate and undergraduate courses on gender and sexuality, and graduate courses on race, class, and gender. Early in my career, it was difficult to find a lot of literature that analyzed issues from an intersectional approach, though it's easier now. The last course I taught offered a deep dive into Hanna Rosin's *The End of Men*, with particular focus on the ways Rosin's analysis ignored or misrepresented sociological research on race, class, gender, sexualities, and intersectionality. When I taught research methods and statistics, I always integrated examples that illustrated and explored these inequalities.

2. Please describe any research you have conducted related to issues of inequality and social justice.

My research has often been about inequality and social justice, and frequently has addressed race, class, and gender issues in particular. I've studied various issues around inequalities and reproductive health issues (abortion, access to reproductive health care, implications of reproductive technologies). I have a series of papers on race and gender and mental health, and recent work on faculty members' job satisfaction has also investigated the interplay of race and gender in these processes.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, and sexuality.

I've been working in academic administration for a number of years, and have attended carefully to issues of race, class, gender, and sexuality in that work. I am guided by the deep conviction that we have to change institutions to be more supportive and welcoming and to address the inequities that are still all-too-present in our workplaces. Over the course of my career, I have been able to work on Title IX issues at several schools, such as creating and implementing clearer and more consistent procedures for investigation and adjudication of sexual misconduct, creating campus policy that all new construction would provide at least one gender-neutral bathroom, hosting faculty development workshops to help white faculty become trustworthy anti-racist educators, meeting with and supporting coalition building for faculty of color, and investigating (with students) how institutional practices silence and harm trans and genderqueer students, faculty, and staff. I have implemented policies for faculty and staff searches to ensure that we are successful in hiring faculty and staff from marginalized groups, and I've worked with faculty to modify tenure and promotion guidelines so that these policies and procedures are clear and fair for all faculty.

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4. Please describe how you would work to make SSS a more inclusive organization.

First, we need to continue to align our meeting locations (cities, hotels) with our values. I'm really pleased that the SSS moved its meeting out of North Carolina in response to the regressive HB2. As president of SSS, I would continue to ensure that we provide for gender neutral bathrooms and child care, that we keep registration and other meeting expenses as low as possible, and other things that can make our meetings more welcoming and inclusive. We must make sure our meetings are vibrant and welcoming spaces for all participants - I would want to collect members' suggestions for other strategies the Society should consider as we strive to be the organization inclusive.

Darren Sherkat (sherkat@siu.edu), Running for President

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality.

Most of the substantive courses I teach are on religion and politics, the sociology of religion, and introduction to sociology. In all of these, issues of race and ethnicity, social class, gender, and sexuality are of central focus. My pedagogy focuses on research, and particularly in my upper division courses I use contemporary works to stimulate students' understandings of how inequalities by race, ethnicity, gender, social class and sexuality intersect. In my experiences teaching intro, I have found that the presentation of basic facts on inequalities has a profound impact on students, even students who might initially be averse to rectifying social injustices.

2. Please describe any research you have conducted related to issues of inequality and social justice.

Much of my research has focused on religion and politics, religion and stratification, and religion and science. My studies have focused on how conservative religion generates gender inequalities in educational and occupational attainment, how patriarchal religion influences harsh parenting practices, and how conservative Christianity provides the framework for exclusion of sexual minorities for basic civil rights. I have also published quite a few studies on racial disparities in morbidity and mortality, and concluded that a lack of access to care dramatically increases healthcare costs and risks for morbidity and mortality for African Americans.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, and sexuality.

I have been at the forefront of confronting bad social science in the public realm. Many scholars in my substantive area are conservative Christian activists who openly endorse patriarchy and oppose civil rights for sexual minorities and women. My work in this regard has been noted by the Southern Poverty Law Center.

4. Please describe how you would work to make SSS a more inclusive organization.

The little things matter for members who come from varied backgrounds and are at HBCUs or other underfunded institutions. Things like dues structures and site selection can make a difference for many, and if elected I will work with executive council and the executive officer to make sure that we give members an incentive to participate and remain in the organization. Inclusion starts early, and I think the best way to foster inclusion is by focusing on students and junior faculty. I think the SSS has done an excellent job with student recruitment and inclusive events in the last several years (in large part because of Jeff Will's hard work), and I hope to continue those efforts.

Denise Bissler (dbissler@rmc.edu), Running for Vice-President

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality.

I received my Ph.D. from NCSU with specializations in two areas: Criminology and Gender/Race/Class Inequality. My courses are all structured to discuss social construction in how crime/criminality is defined and treated differently based on gender/race/class/sexuality. Many students understand that the Criminal Justice System is biased concerning race/class but think that the system acts chivalrously toward females. This is not necessarily true. The system is patriarchal and controlling especially of women's sexuality, young women's behavior, and of the behavior of women of color. My pedagogies include active learning strategies that are aimed at getting students to see and, hopefully, feel the unequal manner in which "justice" is served based on race/class/gender.

The courses in which I have specifically include analyses of gender/race/class include:

- Criminology
- Juvenile Delinquency
- Human and Sex Trafficking
- Crime and the Media
- Foundations of Sociology and Anthropology

2. Please describe any research you have conducted related to issues of inequality and social justice.

Currently, my research agenda is focused on campus sexual assault and I am experiencing the triangulation of my efforts in that sexual assault is woven into my research, teaching, and service. For the past three years, my co-investigator (Scott London) and I have focused on a longitudinal data collection project including a survey, interviews, and focus groups on campus sexual assault. We are in the process of analyzing these data. I have presented several times on these findings but have not published them yet. I have been analyzing the persistence of rape myths and the use of bystander intervention by gender.

I published a co-edited book on Harms of Crime Media: Essays on the Perpetuation of Racism, Sexism, and Class Stereotypes. My co-author (Joan Connors) and I contributed a chapter on how the TV show *CSI: Crime Scene Investigation* perpetuates gender/race/class stereotypes in law enforcement and how these are damaging.

I published in the area of incarcerated juveniles in which my co-investigators and I collected data over a three-year period. The sample is almost entirely low-income, African-American males. I analyzed contextual variables related to their adjustment to incarceration. I published an Introduction to Sociology textbook chapter on deviance in which I discuss the inequality involved in the social construction of whose behavior is labeled deviant (based on race/class/gender).

Denise Bissler (dbissler@rmc.edu), Running for Vice-President

In the more distant past, my dissertation was on women in public housing and social networks funded by a National Institute of Justice Grant (co-investigator/dissertation chair: William R. Smith).

Relevant Publications:

- Bissler, Denise L. 2015. Contextual Factors Associated with Infractions Committed During Juvenile Incarceration. *Sociation Today* Fall/Winter Issue 13: 1. <http://www.ncsociology.org/sociationtoday/v122/jail.html>
- Bissler, Denise L. 2014. “*Deviance, Crime, and Social Control*” chapter in *Sociology in the Fastlane*. ByPass Press. Fall.
- Bissler, Denise L. and Joan Connors. 2012. Editors “*The Harms of Crime Media: Essays on the Perpetuation of Racism, Sexism and Class Stereotypes.*” McFarland Publishing Co. Spring.
- Bissler, Denise L. and Joan Connors. 2012. “*Inequalities in CSI: Crime Scene Investigation: Stereotypes in the CSI Investigators.*” Book chapter. McFarland Publishing Co. Spring.
- Bissler, Denise L. 2006. “*Experiencing Inequality,*” *Innovative Techniques for Teaching Sociological Concepts*, 4th Edition. January.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, and sexuality.

I believe my contributions in advancing issues of race, class, gender, and sexuality have been most significant through my service that has focused on campus sexual assault and non-discrimination. Most of my service to Randolph-Macon College has centered on campus sexual assault education, prevention, investigation, and Title IX issues. In addition, I deal with matters concerning race, class, gender, and sexuality by sitting on the Non-Discrimination Committee. I also served on the search committee for our new Diversity/Inclusion Coordinator and advance the area by offering a round-table on campus sexual assault at SSS each year (when there is interest). I am involved in Sociologists for Women in Society-South. I explain each of these further below:

SEXUAL ASSAULT PREVENTION:

LIST:

- Title IX Investigator
- Member/Chair of the Dean’s Sexual Conduct Review Board
- Campus Sexual Assault Trainer/Educator
- Title IX Trainer/Educator
- Policy/Protocol Advisor
- Member of the Bystander Intervention Training Sub-Committee (PAST)
- Co-advisor of the Association of Sexual Assault Prevention and Awareness (PAST)
- Member/faculty liaison for the Sexual Assault and Relationship Violence Committee (PAST)

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DETAILS:

Title IX Investigator

This is perhaps my most time-consuming role involving campus sexual assault. In order to maintain my certification as an investigator, I attend a conference each year (or more). I am certified as a “Campus Sexual Assault Investigator” by the Department of Criminal Justice Services of the Commonwealth of Virginia. In addition, I attend webinars; read updates on Listservs; stay current on the VAWA and Campus SaVE Acts, etc. When I am assigned an investigation, I must interview all parties, submit a report and testify in the hearing.

Member/Chair of the Dean’s Sexual Conduct Review Board (DSCR)

I am a member of the DSCR which means I either sit on or chair hearings that go to the Board. We receive annual training in which I often help direct.

Campus Sexual Assault Trainer/Educator

Typically, I conduct several trainings on campus sexual assault. The following is a sample of the types of training I have conducted in most years (**until 2015**):

- Co-direct 3 orientation sessions each year
- Conduct Greek organization trainings
- Assist with training the Dean’s Sexual Assault Review Board
- Conduct Bystander Trainings
- Guest lectures on Campus Sexual Assault (e.g., spoke at Women’s Resource Network; Hannah Graham’s Vigil; panel at the Hunting Ground viewing)
- Guest lectures on Title IX (e.g., explain Title IX to faculty/staff; lecture at Take Back the Night)

Policy/Protocol Advisor

I have worked with various campus offices/committees to revise and update our sexual assault reporting and response protocols based on the Violence against Women Act and amendments and the Campus Sexual Violence Elimination Act.

I wrote a report for the Non-Discrimination Committee analyzing our current structure for campus sexual assault prevention, reporting, and response. I suggested redesigning our structure. To gather information for the report, I interviewed Title IX investigators at other universities, posed questions to outside experts, and used data collected at conferences to inform my report and tailor it to the needs of R-MC.

I advise the Title IX Coordinator on specific cases when needed, on changes in laws, and I provide reports on information from the conferences I attend.

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Bystander Intervention Training Sub-Committee

I worked on a committee whose charge was creating the protocol for Bystander Intervention Training which is now in use. In addition, I worked with others to design and implement a pilot-training program in 2013 and co-presented it several First-Year Student Orientations and in our first-year courses.

Co-advisor of the Association of Sexual Assault Prevention and Awareness (SAPA)

In the past, I co-advised the student group SAPA which consists of students who work on sexual assault and interpersonal violence education/awareness/prevention on campus. I resigned from this position when we hired a Diversity/Inclusion Coordinator (2016). We used to organize and conducted about 20 programs on campus each year including, but not limited to, the following:

- SAPA member training Sessions
- Take Back the Night
- Clothesline Project
- Red Flag Campaign
- Red Zone Campaign
- Black Eye Campaign
- In-service workshops: RA/Greek/Athletic

Sexual Assault and Relationship Violence Committee (SARV)

Prior to its dissolution, I served on the Sexual Assault and Relationship Violence Committee as a member and liaison to faculty. We met regularly to discuss policy and programming.

NON-DISCRIMINATION COMMITTEE: ELECTED (SERVING 2 TERMS)

The Non-Discrimination Committee vets policies and procedures when an issues arises and deals with complaints of alleged discrimination by faculty and staff. Recently, the committee revised our sexual assault reporting procedures based, in part, on my report.

SEARCH COMMITTEE MEMBER FOR THE DIRECTOR OF INCLUSION, DIVERSITY & GENDER PROGRAMS (APPOINTED)

I was appointed as a member of the search for the Director of Inclusion, Diversity & Gender Programs because of my expertise in the area of gender, race, and class inequality.

SESSIONS AT SSS ON CAMPUS SEXUAL ASSAULT

I organize a round-table or session on Campus Sexual Assault each year at SSS.

SOCIOLOGISTS FOR WOMEN IN SOCIETY-SOUTH

- 2016-2018** President. Sociologists for Women in Society-South. Elected.
2015-2016 Chair. Vision Committee. Elected.
2013-2015 Member. Membership Committee.
2013-present Mentor. Southern Hand Mentor Program

Denise Bissler (dbissler@rmc.edu), Running for Vice-President

4. Please describe how you would work to make SSS a more inclusive organization.

I believe that I could work on two strategies to make SSS more inclusive:

First, I would continue to work on making the connection between SSS and Sociologists for Women in Society-South (SWS-S) stronger. We (SWS-S) have been working on strengthening our relationship for years and, although, the connection is already a good one, I think that we could make it stronger by being more deliberate in our participation in SSS. As VP, I would better understand where SSS needs volunteers and I could reach out to members in SWS-S to help fill those needs.

Second, I would work on making SSS more visible, attractive, and accessible to academics at small colleges/community colleges/HBCUs. When I was chair of the Committee on Sociology at Community and Small Colleges, I sent letters out to 150 small colleges/community colleges/HBCUs in order to increase the diversity of our conference attendees. We specifically targeted those departments that were local so the cost of attending would be manageable.

Anthony Peguero (anthony.peguero@vt.edu), Running for Vice-President

Given that the United States is becoming more diverse and globally interconnected, addressing the inequities due to race, ethnicity, immigration and gender is imperative. Establishing and sustaining socially just practices and policies in United States institutions, such as schools and the justice system, to ensure democracy and opportunities for youth is vital. The need to better understand the causes and consequences of inequality for marginalized young people drives my current and future program of research. It is essential to link sociological research on stratification and inequality, criminological research on the risk and protective factors of violence, and educational research on achievement and attainment in order to facilitate access and success for these youth. Thus, my research interests involve youth violence and juvenile justice, youth socialization and marginalization, gender, race and ethnicity, and the adaptation of the children immigrants. One major emphasis of my research program explores how violence contributes to the racial, ethnic, and gender inequalities apparent within the United States educational system. A second, related, area for me is exploring the barriers and challenges faced by the rapidly growing number of youth in immigrant families. I serve as a consultant on the Cartoon Network's campaign against bullying, co-editor of *Sociology Compass, Crime and Deviance Section*, and the editorial board for the journal of *Youth Violence and Juvenile Justice, Sociology of Race and Ethnicity*, and *Journal of Criminal Justice*. I am also a National Institute Justice W.E.B. Du Bois Fellow and a member of the *Racial Democracy, Crime, and Justice Network* which holds the dual goals of advancing research on the intersection of race, crime and justice and of promoting racial democracy within the study of these issues by supporting junior scholars from under-represented groups. Being an effective teacher is an essential characteristic towards being a strong scholar. There are two key dimensions of my teaching profile: being an educator and mentor. As an educator, I emphasize a collective perception that this is "our class," with learning as a cooperative and shared endeavor. Within a social science classroom, it is imperative to learn and share our different sociological and cultural views of the social world with one another. Although it is my responsibility to foster an environment that promotes an open dialogue in "our" classroom, I emphasize the responsibility of all participants in cooperative learning. To date, I have taught *Sociology of Law, Introduction to Sociology, Victims, Society, and Justice, Criminology, Juvenile Delinquency, Introduction to Criminal Justice, Systems of Justice, Immigration and Social Justice, Schools, Violence, and Justice*, and *Women and Crime* courses. As a mentor, it is important to advise, guide, and work along with undergraduate and graduate students in developing their critical thinking and research skills. More importantly, I also believe that co-authoring with undergraduate and graduate students is a vital aspect of my teaching. To date, I have, or am currently in the process of, co-authoring with undergraduate and graduate students, who are often minority scholars. As for the possibility of being Vice President of the Southern Sociological Society, I will continue the prior and current efforts towards making the Southern Sociological Society a more inclusive and diverse organization.

Kirsten Dellinger (kdelling@olemiss.edu), Running for Executive Committee

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality.

I have had the opportunity to teach an undergraduate and graduate course on the Sociology of Gender and Current Debates in Gender during almost 20 years at the University of Mississippi. I have organized my classes with a major goal being the introduction of an intersectional approach to the study of gender and sexuality. It is exciting to explore the connection between systems of inequality in students' everyday lives at interactional and structural levels.

2. Please describe any research you have conducted related to issues of inequality and social justice.

Most recently, I worked with a collaborative team of 8 faculty in our Department, all members of the Critical Race Studies Group, to co-author an article entitled, "The Symbolic Lynching of James Meredith: A Visual Analysis and Collective Counter Narrative to Racial Domination" (Sociology of Race and Ethnicity). This was an article intended to bring sociological analysis to bear on understanding and addressing racism on our own campus.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, and sexuality.

At the University of Mississippi, I have been an active member of the Commission on the Status of Women, the Advisory Board for the Sarah Isom Center for Women and Gender Studies, the Chancellor's Committee on Sensitivity and Respect, the UM Slavery Research Group, the Critical Race Studies Group, the Global South Working Group, and a committee on the promotion of women from Associate to Full professor. I was a member of a team who wrote an NSF ADVANCE grant (and worked with colleagues at other institutions) to apply for a PAID grant. Still waiting for one that is successful! As Chair, I have worked to bring (or to support others who have brought) speakers or conferences to campus that address key issues related to inequality and I have worked towards a better system of mentoring in the Department.

4. Please describe how you would work to make SSS a more inclusive organization.

I was Chair of the Committee on the Status of Women for SSS when I first joined SSS, and I recall giving a report to the Executive committee. If there were a way of making this "report" an opportunity for members to share their ideas for making SSS more inclusive, I'd love to pursue that. In general, I believe that attention to inclusion in the nominations process and the program development process are critical.

Kris De Welde (kdewelde@fgcu.edu), Running for Executive Committee

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality.

I have been teaching Sociology for nearly 20 years and have prepared dozens of new courses, some of which have been team taught, interdisciplinary, hybrid (on-line, on-campus), or fully online. All of my courses engage with high-impact teaching practices such as service-learning, undergraduate research, and collaborative projects. I practice "engaged pedagogy," which values the exploration of personal issues, meanings and experiences in such a way that sociological material becomes relevant to students for more than intellectual development (bell hooks, 1994). In my teaching I strive to expose students to content that provokes them to engage with the world around them in critical and unique ways. All of my courses attend to intersectionality, authentically and intentionally, and many of my courses are explicitly on the topics of race/class/gender/sexuality and other forms of stratification. Regardless of the course I'm teaching interlocking structures of oppression are a strong focus.

2. Please describe any research you have conducted related to issues of inequality and social justice.

All of my scholarship has focused squarely on issues related to gender inequality with an intersectional approach (save for the body of my scholarship that is focused on SoTL). My long term projects have focused on issues of gender violence and resistance through self-defense, differential and blocked advancement and success of women in STEM fields, reproductive rights, and intersectional inequalities in higher education. My most recent success is the publication of *Disrupting the Culture of Silence: Confronting Gender Inequality and Making Change in Higher Education* (co-edited/authored with Andi Stepnick of Belmont University, Stylus Publishing, 2015). This project aims to advance academic justice by addressing a wide range of intersectional inequalities in academia (particularly for women faculty) and providing avenues for change.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, and sexuality.

In addition to my teaching and scholarship, my professional service has been centered around advancing justice for those who are marginalized and discriminated against, particularly within academia. I have served in a myriad of leadership and service roles for Sociologists for Women in Society (SWS) and SWS-South over the last 15 years, including serving as president of SWS-South. My attention to intersectional inequalities garnered me the 2016 SWS Feminist Activism Award, which recognizes significant contributions to improving the lives of women in society and in the academy. My campus/community service is centered around social justice issues related to gender, poverty, sexual orientation, and reproductive rights. I provide guest lectures, volunteer my time, and regularly consult with mainstream media in my community to advance sociological understandings of inequalities. On my campus I have been honored with two awards related to my leadership in advising student groups focused on gender equality and reproductive rights (respectively, Gender Equality Organization, which I founded with students in 2008, and Generation Action, the Planned Parenthood campus organizations).

Kris De Welde (kdewelde@fgcu.edu), Running for Executive Committee

In recent years I have been invited to lecture, keynote, and deliver workshops on multiple university/college campuses as well as for professional organizations (e.g., ASA, SWS) on issues of inclusion and diversity, and I really enjoy this work!

4. Please describe how you would work to make SSS a more inclusive organization.

All of my professional efforts attend to inclusivity, and this has become more prominent in the last 5-7 years as I have focused more of my scholarship and service on issues of diversity, equity and inclusion in academia. I would bring to the Executive Committee an unwavering commitment to inclusivity in both the lenses through which I see decision-making and leadership and also through intentional action. I am not hesitate to call out injustice when I witness it, from microaggressions to blatant discrimination. And, I am well prepared to understand when these kinds of things are unfolding in academic environments because it is what I study, write, and speak about (and of course, as a white-skinned, Hispanic woman who is the first in my family to go to college, I live it, too). More concretely, I would encourage the SSS to have additional and ongoing “listening sessions” so as to understand more fully the ways in which the organization may not be fully inclusive in its leadership approaches and representation, meeting themes and accommodations, fee structures, professional opportunities, and so on. And, I would strive to then hold the SSS leadership accountable for making change as a result of deeper understandings of the ways in which the organization may not be fully inclusive and equitable for its members.

Nicholas Guittar (nguittar@aurora.edu), Running for Executive Committee

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality.

I am, at all times, a facilitator of learning about social inequalities. Although I engage students on many forms of social inequality, I most often emphasize an intersectional approach to race, class, gender, and sexuality. A few years ago I became somewhat disenchanted with my standalone Gender & Sexuality courses and Race & Ethnicity courses. Don't get me wrong—I love these courses, which are commonly filled with students who are already passionate about the topic at-hand. My goal in these courses is to convert passive observers into everyday activists. But, my current pedagogical obsession is finding innovative ways to teach race, class, gender, and sexuality to what I call “needed populations”—you know, those students who rarely enroll in your standalone gender or race courses because they think the courses are only for “other people.” For example, I teach Sociology of Sports, but I teach it with a clear and consistent focus on its impact as a gender regime and cultural reinforcer of inequality on countless dimensions of human social identity. I do not teach standalone modules on “gender and sport” or “race and sport”—this approach undermines the reality that *everything in society is gendered and racialized*. Instead, I weave material on race, class, gender, and sexuality, throughout every element of the course. The semester then plays out like a courtroom drama, where my unsuspecting jury is provided with 16 weeks of evidence that even their beloved realm of sport and play is inundated by social inequality. I realize I just went on and on about my sport class, but this hopefully provides you with a bit of a glimpse into my pedagogical approach to teaching race, class, gender, and sexuality. Overall, I maintain what Norman Denzin refers to as a critical pedagogy.

2. Please describe any research you have conducted related to issues of inequality and social justice.

The bulk of my research centers on how people affirm and maintain their sexualities. A major driving force behind this body of work is the sincere hope that I am able to draw attention to marginalization within already marginalized communities. For example, the social justice focus of my work is evident in my focus on how sexualities like bisexuality and pansexuality are often pushed to the margins of mainstream discourse on sexual justice. My justice orientation is geared toward advancing affirming discourse, and developing a more comprehensive understanding of the intersectional nature of sexuality. A quick review of my CV shows that all of my publications are driven by a sincere interest in combating social inequality. The bulk of my work sits at the intersection of gender and sexuality, but I've also published research on inequality in the areas of homelessness, suicide, pricing disparities, and hate crimes (among other areas).

3. Please describe any other contributions you have made to help advance issues of race, class, gender, and sexuality.

Within SSS I have organized and presided over numerous sessions directed at improving social equality on the dimensions of race, class, gender, and sexuality. Most recently, I helped put together a brainstorm session about making SSS a more welcoming and inclusive organization. As an individual member of SSS, I have never shied from doing everything in my power to increase our collective acknowledgment of issues of race, class, gender, and sexuality in the organization. Having served as a past chair of the SSS Committee on Sociology in Community and Small Colleges, I also

Nicholas Guittar (nguittar@aurora.edu), Running for Executive Committee

contributed to the ongoing dialog in SSS about increasing the involvement and visibility of faculty from small and community colleges. Within the stratification of our discipline, faculty members in these institutions often face additional difficulties landing leadership positions, and they oftentimes have fewer resources to even stay engaged with SSS. The marginalization of small and community colleges has a disparate impact on women and faculty of color. Similarly, we need to work harder as an organization, to ensure greater engagement with faculty from Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), and Tribal Colleges (TC).

4. Please describe how you would work to make SSS a more inclusive organization.

My principle goal with SSS is to make it a more welcoming and inclusive organization. We're making advances (such as the availability of child care at this year's meetings in Atlanta—kudos to Dr. Marni Brown), but there are so many ways we can create and maintain a more robust membership base and increase the breadth of our attendance at the annual meetings. As a member of Executive Committee, and with the support of organizational leaders, I would work directly with the chairs of the various SSS committees to create a more visible and transparent channel of communication-- where members are encouraged to share their insights, concerns, and suggestions for the organization and know that action will be taken. For example, someone concerned about increasing the visibility of faculty from small and community colleges could affect change through working with the Committee on Sociology in Community and Small Colleges (CSCSC). Likewise, someone concerned with the inclusion and retention of black and Latino sociologists will be encouraged to engage with the Committee on Racial & Ethnic Minorities, the Election Committee, or the Membership Committee. The chairs of these committees would then be charged with entertaining members' concerns and bringing them to the Executive Committee. Communication would then come back from SSS leadership to the general membership, resulting in a much more fluid and engaging form of collective organizational ownership. Ensuring that we all have an active voice, a reliable method of engaging with the organization, and knowledge over how the organization functions will increase the inclusivity and general health of the organization. Finally, I would put some human and financial resources behind ensuring that SSS leadership reaches out to faculty at small and community colleges, HBCUs, HSIs, and TCs. Considering how SSS tends to rotate between Atlanta, New Orleans, and an "offsite" location, we should at the very least be able to help faculty at the aforementioned institutions get to a meeting once every three years. We might even consider a need-based source of funding that can help faculty within a selected geographic area attend the meetings.

Will Tyson (wtyson@usf.edu), Running for Executive Committee

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality.

Most of my courses examine race, sport, and education in society. Within each course, I examine how understanding race, class, gender, and sexuality helps us understand broader sociological perspectives on the topic.

Students enter my courses with a basic knowledge of race, sport, and education. My task is to help students develop a “sociological imagination” for the course topic. I employ exercises to encourage students to examine how race, sport, and education influence human relations on the micro level and how human relations and organizations within race, sport, and education structure influence life chances and individual experiences. All of my undergraduate courses allow students to become amateur sociologists by completing research projects on a topic related to the overall theme of the course. These assignments allow students to conduct their own synthesis of research on marginalized groups.

I discourage students from describing individuals as “racist” because this term diminishes the role of social context in human behavior. Much of my Racial and Ethnic Relations course centers around Merton’s “Discrimination and the American Creed” as a way to illustrate the role of social context in the link between prejudice and discrimination. I use non-racial examples such as prejudice and discrimination against food to open up discussion and lower student resistance to discussing racial issues. For example, I describe how someone prejudiced against broccoli would probably eat it if it was served by someone they wanted to impress like someone they are dating or a parent of a prospective partner. I relate that to situations in which prejudiced individuals would be unlikely to act in a discriminatory way in a social context in which such behavior would be frowned up. I also discuss situations in which non-prejudiced individuals like themselves may be unwilling to stand up against discriminatory actions even something as seemingly innocuous as non-confronting someone who makes an off-color remark.

I am also careful to address latent heteronormativity in “canonical” race/class/gender literature. For example, readings about interracial relationships almost always deal exclusively in heterosexual relationships. I assign my students questions asking how challenges same-sex interracial couples face differ from those faced by heterosexual couples and why.

My sport and education courses deal heavily with race, class, gender, and sexuality. By focusing on intersectionality, I help students question their assumptions of equal access and opportunity to sports and education. These courses are often diverse so students share their personal experiences and struggles which also help students become more sympathetic to others.

2. Please describe any research you have conducted related to issues of inequality and social justice.

My research within sociology of education and the life course examines interpersonal and structural influences on educational outcomes. My primary interest has been in science, technology, engineering, and mathematics (STEM) educational and career pathways out of high schools,

Will Tyson (wtyson@usf.edu), Running for Executive Committee

community colleges, and four-year universities into the workforce. The goal of this research is to better understand how to improve educational opportunities for all students, particularly those in underrepresented groups.

My current research is part of a mixed methods study of pathways through community college technician education programs into the manufacturing workforce. This PathTech research agenda is comprised of two NSF funded projects. *PathTech Tampa Bay* was a qualitative study of pathways through community college engineering technology programs into the Tampa Bay area manufacturing workforce. *PathTech LIFE (Learning, Interests, Family, and Employment)* is an ongoing national survey of community college technician education students. PathTech LIFE will yield much needed quantitative data on student backgrounds and life experiences influence decisions to enroll into and persist to earn a certificate or AS/AAS degree programs. These programs predominantly enroll working class white men even though administrators and faculty in these programs actively seek to enroll women and minority students. This study also has potential to better understand white working class men seeking to work in manufacturing sectors as well as underrepresented groups.

Through partnerships with community colleges across the country, I am heavily recruiting students in rural areas of the country, including rural communities in the South and Midwest. These areas of the country have received a great deal of attention after the 2016 President Election yet remain largely understudied in our field outside of rural sociology.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, and sexuality.

I served two years on the USF College of Arts & Sciences Diversity Committee. My primary task in the first year was to construct and analyze the CAS Diversity Survey which was administered to all students within the College. The survey focused on how the College could best respond to the needs of our very diverse student population. As thanks for my service, I was nominated and I served as Chair of the Diversity Committee the following year. My primary task was developing a new framework for faculty mentorship to match new faculty with mentors outside their department. The goal of this framework was to create formal relationships for new faculty. This plan was designed to meet the needs of faculty of color who may struggle to build connections around campus.

Over the years, I have also served on university panels and national panels aimed at increasing recruitment and retention among minority students overall or specifically within science and engineering fields.

4. Please describe how you would work to make SSS a more inclusive organization.

I think SSS is inclusive with respect to race, class, gender, and sexuality at least to the point that individual personalities allow it to be. I am interested in discovering better ways to include introverted graduate students and junior faculty. I personally have no problem just going up and

Will Tyson (wtyson@usf.edu), Running for Executive Committee

talking to someone at a conference. But I sympathize for students and junior faculty for whom conferencing is a challenge. Conference success and networking ability should not simply come down to force of personality nor should we force those who may not be comfortable to personable. As a member of the Executive Committee, I would like to figure out ways to provide a comfortable environment for people of all personalities.

This is key step toward making SSS a permanent home for young scholars. I have seen first hand the positive impact that Southerners can have and I have enjoyed seeing my regional cohort of late 90s/early 00s graduate students ascend to leadership positions in SSS. I want to make sure that pipeline continues without just assuming we know what it will take to reach the next generation of scholars.

I also would like to see SSS take a pro-active stance in addressing potential threats to academic freedom and faculty resources. Graduate students, post-docs, and adjuncts and other scholars who lack funding already struggle to afford to come to meetings. We need to keep costs as low as possible and make sure their sacrifices are worth it.

Tenure-track and tenured faculty are at risk as well from politicians who do not value sociological scholarship. I fear decreases in federal research funding and state university funding that may result in fewer travel funds. We all may be put in the tough position of choosing between national, regional, or sectional meetings. We need to figure out how to make SSS as affordable as possible while continuing to be a high priority. ASA continues to face criticisms about the costs of expensive locations such as New York City and San Francisco. We need to make sure SSS can pick up the slack to remain a destination for our southern sociology community.

Amy Burdette (aburdette@fsu.edu), Running for Publications Committee

- No Response

Shannon Carter (Shannon.Carter@ucf.edu), Running for Publications Committee

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality.

I teach all of my classes from an intersectionality perspective. The classes I teach fit into 2 basic categories: Social Inequalities and Sociological Theory.

My Social Inequalities courses include a graduate level course *Class, Race, and Gender in America*, and undergraduate level *Sex and Gender in Society*, *Women in Contemporary Society*, *Sociology of Sex and Reproduction*, and *Education and Social Achievement*. In these classes, I assign course readings that utilize an intersectional perspective to demonstrate to students the ways in which all aspects of social life is impacted by race, class, gender, and sexuality, as well as nationality, ethnicity, religion, age, and ability. This recognition is sometimes particularly difficult for students with the most privilege to understand, so I assign papers that require self-exploration. For example, in my *Sex and Gender in Society* class, I begin the class by requiring students to write an essay that examines their own position in the Matrix of Domination, assessing the ways in which they have been both advantaged and also potentially disadvantaged by the structure of social inequality that exists in the U.S. and throughout the world. I conclude the course by assigning Kevin Powell's "Confessions of a Recovering Misogynist" and requiring students to write their own confession with regard to a topic of their choice. I believe, and my student evaluations support, that this self-exploration encourages students to consider how their own privilege contributes to social inequalities, transforming inequalities from something that impacts social life "out there" to something that takes place "right here."

The Sociological Theory courses I teach include undergraduate *Social Theory*, doctoral level *Advanced Sociological Theory*, and two graduate level *Special Topics in Sociological Theory* courses titled *Contemporary Critical Theories* and *Theorizing Today*. I use an intersectional approach in sociological theory courses by contextualizing the theoretical concepts within the sociohistorical period and the development of sociology, emphasizing the racist, classist, heterosexist, patriarchal nature of both. My students examine the race, class, gender, and sexual orientation of theorists covered in the courses and consider the ways in which their social privilege contributed to their sociological theories. I incorporate readings from marginalized classical theorists such as Anna Julia Cooper, Ida B. Wells-Barnett, Harriet Martineau, Charlotte Perkins Gilman, and W.E.B. Du Bois in all of my theory courses and discuss the power dynamics within sociology that resulted in their exclusion from the disciplinary cannon. I shared these techniques in a presentation titled "Applying Intersectionality in Undergraduate Social Theory" at the 2015 Southern Sociological Society Annual Meeting in New Orleans.

In sum, I feel that the most important task of the sociology professor is to encourage students to understand how social power and privilege operate and identify ways to contest it. This is central to my teaching approach in all of my courses.

Shannon Carter (Shannon.Carter@ucf.edu), Running for Publications Committee

2. Please describe any research you have conducted related to issues of inequality and social justice.

All of my research relates to inequality and social justice. My research fits into the three broad categories of *reproduction and mothering*, *racial/ethnic attitudes*, *prejudice and inequalities*, and *gender attitudes and perceptions*.

Reproduction and Mothering

My interest in reproduction and mothering as topics of sociological inquiry stem from my personal experiences navigating a healthcare system built on white, patriarchal views of women's bodies. My research focuses on revealing the ways in which systems of oppression both shape and are reproduced through reproduction and mothering. For example, my previous publications have examined how dominant cultural discourses of biomedicine, mind/body separation, and social definitions of "femininity" impact how U.S. women give birth and how they make sense of their experiences. In the realm of mothering, my research has focused on the disciplinary impact of ideologies of intensive mothering and risk society on infant feeding, in the realms of consumerism, breastfeeding, and breast milk sharing.

I have two primary works in progress related to reproduction and mothering. The first focuses on breastfeeding experiences of a sample of African American mothers, examining how they navigate breastfeeding in public, negotiate social definitions of "good mothering" in the context of infant feeding, and interpret interactions with healthcare providers. The second is an ethnographic study of mothers who engage in peer breast milk sharing in Central Florida. The study contrasts negative media representations of these mothers with their actual practices, illustrating peer breast milk sharing as both a site of patriarchal resistance and an enactment of race- and class-privileged motherhood. My goal in this research is to expand knowledge on how reproduction and mothering are stratified in the U.S. and to illuminate the ways that power and privilege operate in these realms.

Racial/Ethnic Attitudes, Prejudice, and Inequalities

My research in the realm of racial attitudes and prejudice has included collaborative research on attitudes toward political policies, including Affirmative Action and bilingual education. This research contributes to a body of literature demonstrating that opposition to race-targeted policies is rooted in racial/ethnic prejudice, and that the form prejudice takes depends on the target group. I have participated in additional projects, including examination of race and gender inequalities in high school Advanced Placement course enrollment, and social conditions of family life resulting in differential marital happiness. A current project assesses the impact of threat on whites' perceptions of Asian Americans in the realm of jobs.

Gender Attitudes and Perceptions

My research in the realm of attitudes and perceptions relating to gender has focused on shifts in gender-role attitudes across time and by race, gender, and region, shifts in attitudes toward abortion across time, and college students' definitions of a "feminist." The purpose of these studies is to better understand progress and resistance to gender liberation.

Shannon Carter (Shannon.Carter@ucf.edu), Running for Publications Committee

In sum, all of my research focuses on social inequalities and social justice. I take to heart the principle that all knowledge is political and have focused my career on projects that contribute to a politics of liberation.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, and sexuality.

My service work to the campus and community focus on social justice. I serve as the faculty mentor to a student organization *Reproductive Justice Knights Project* that my students created after taking my *Sociology of Sex and Reproduction* course. Reproductive justice is a concept developed by feminists of color that advocates for *all* women to have the right to reproduce, not reproduce, and to raise children with dignity. It recognizes that access to reproduction is shaped by the intersection of race, class, and gender, as well as other relevant social statuses including but not limited to religion, nationality, ethnicity, sexuality, and able-bodiedness, and advocates the ability to make the choice to reproduce or not as a basic human right. Reproductive justice advocates for all individuals to have the ability to raise children who are housed, fed, educated, and protected by legislation and police. The campus organization I facilitate is run primarily by female students of color and has engaged in a variety of outreach and educational activities including co-sponsoring a Black Lives Matter panel discussion on campus, introducing Planned Parenthood President Cecile Richards at a campus Hilary for America rally, and volunteering at the Mother's Milk Bank of Florida. The organization is currently developing partnerships with other campus organizations to protect the rights of refugees, individuals who are Muslim, and others whose lives and liberties are currently at risk.

I also support students who do research related to social justice, and promote careers of students and colleagues who are women and racial, ethnic, gender, and sexual minorities. I have overseen student projects focusing on the healthcare experiences of women who are non-monogamous, race-targeting in contraceptive advertising, and the creation of trans identities in online communities. I support students in collaborative and solo-authored projects, including my undergraduate McNair student Krystal Christopher who published her final project in *Sociation Today*. I have participated in several mentoring initiatives on campus through our Center for Success of Women Faculty to support the careers of junior women faculty.

In 2016 I served as a faculty fellow for the UCF Center for Success of Women Faculty to conduct a research project on faculty mothers' infant feeding experiences. I interviewed 15 faculty at various ranks who had given birth within the 5 years prior to the interview regarding their feeding experiences. All of the faculty had wanted to breastfeed, but only about half met their personal breastfeeding goals. The study identified institutional barriers to breastfeeding and I presented them to some campus peers and administrators at the UCF Summer Faculty Development Conference.

My community service work has focused primarily on providing support and education for mothers who wish to breastfeed. Most U.S. mothers initiate breastfeeding, but less than 15% meet the American Academy of Pediatrics recommendation to exclusively breastfeed for 6

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months and continue breastfeeding for 1 year. For new mothers who wanted to breastfeed but faced substantial hurdles, the inability to breastfeed can be emotionally painful and disempowering, particularly as status expectations and responsibilities shift during early motherhood. In 2010 I founded a 501(c)3 non-profit organization *The Breastfeeding Project* to support mothers locally and virtually who wish to breastfeed. The organization has hosted breastfeeding support groups and information sessions, facilitated private online breastfeeding support groups, distributed breastfeeding bags to new and expectant mothers, and coordinated annual *Big Latch On* events, an international initiative to raise breastfeeding awareness.

In sum, my campus and community outreach efforts have focused primarily on the two areas of reproductive justice and promoting academic success of minorities and women.

4. Please describe how you would work to make SSS a more inclusive organization.

To make SSS a more inclusive organization, I would begin by listening. I would like to hear from more participants (and those who opt not to participate) about their feelings toward the organization and ideas for making it more inclusive. At the 2015 SSS meeting, I attended an open forum discussion session that focused on diversifying the organization. I learned about the racist history of SSS and listened to the painful and discriminatory experiences of fellow past and current members. Several suggestions from the discussion included extending personal invitations to professors at HBCUs to attend the meetings, offering travel scholarships to their students, and involving their students in planning the meetings. I would like to follow up to see the extent to which the recommendations have been implemented, the effectiveness of the initiatives, and what more could be done. I would like to collect additional information (through surveys, interviews, focus groups) on perceptions of the current climate of SSS and recommendations for improvement.

The work I have done thus far to advance inclusivity within SSS has focused primarily on gender and sexuality. I would like to learn SSS members' perceptions of whether current initiatives have promoted inclusivity, and whether some may be altered to better include other marginalized groups. I have served on the *Committee on Gender and Sexuality* since 2015, the *Membership Committee of Sociologists for Women in Society-South* since 2014, and coordinated the *Hand Mentoring Program for SWS-S* since 2016. These programs promote inclusivity by organizing conference sessions focusing on gender and sexuality scholarship, creating social activities that provide safe spaces and networking opportunities for participants who are gender/sexual minorities and their allies, and providing mentoring for newer members. They have also contributed to the achievement of several important accommodations at SSS meetings, including gender-neutral bathrooms and lactation rooms.

Some potential avenues for promoting inclusivity are expanding conference attendance, membership and leadership by diversifying the types of sessions offered, topics, and requirements. For example, more emphasis on activist-oriented sessions, teaching sessions, and undergraduate sessions may help promote inclusion among scholars and students at primarily

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undergraduate or non-R01 institutions. This could include organizing paper and open forum sessions that focus on inclusivity in various, specific forms (race, ethnicity, nationality, religion, disability, gender, sexuality) in a variety of social spaces (SSS, the classroom, college campuses, social activism, social life), and sending personal invitations to marginalized scholars and students. SSS could also offer scholarships, mentoring programs, and social activities that identify safe spaces for marginalized participants and their allies (similar to SWS-S). In an ideal world, all of SSS would be identified as a safe space, however since that is not the current reality, it may be beneficial to create more safe spaces within the organization as a starting point, and work to nurture these initiatives.

Relating to publications in particular, special issues that focus on diversity and inclusivity that include work by diverse scholars who are at various levels in their careers could promote inclusivity. A section of a journal could be dedicated to conference proceedings that focus on inclusivity within SSS and beyond. This would also serve as formal documentation of recommendations made.

In sum, although I have ideas that may help promote inclusivity within SSS and I have done some work toward this goal, I think it is most important to begin by listening. An inclusive organization requires egalitarianism. In my view, this requires multiple spaces where people's voices can be heard and that action is taken to meet the wishes of those who are the most vulnerable.

Kim Ebert (kim_ebert@ncsu.edu), Running for Publications Committee

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality.

I teach undergraduate and graduate classes on inequality, including two that focus on racial domination and another that examines the popular belief systems that accompany enduring relationships of social inequality with a special interest in race, class, and gender inequality.

2. Please describe any research you have conducted related to issues of inequality and social justice.

My research contributes to several fields of sociology, including race and ethnicity, social movements, and political sociology. Within these areas, I investigate three particular dimensions of ethnoracial inequality: the ideological processes through which power is maintained, the causes and consequences of dominant group collective action and formal politics, and the politics of adaptation for immigrant groups. My work illuminates how groups of color acquire sociopolitical power to deter exclusionary activity and facilitate inclusionary activity. My broader research agenda also points to the influence of ideological flexibility—how dominant groups adapt to new patterns of inequality and reclaim power. Though there is extensive research on the expression of interpersonal ideology, I examine the manifestation of ideology in collective action and in organizational processes.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, and sexuality.

My research demonstrates that dominant racial ideologies are not static but change over time. Dominant ideologies exist in a realm of competing ideologies, where they enjoy more prominence and legitimacy in certain contexts than in others. As a result, it points to the importance of continued research on ideological flexibility, not consistency.

4. Please describe how you would work to make SSS a more inclusive organization.

Serving on the program committee, I would propose that session topics and individual papers would highlight and enhance a major strength of our discipline: its inclusivity.

Hephzibah Strmic-Pawl (hvsp@mville.edu), Running for Publications Committee

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality.

My teaching and pedagogy focuses on teaching inequality, particularly with an intersectional lens in respect to race, class, gender and sexuality. I regularly offer the courses Race and Ethnicity, Social Inequality, History of Social Action and African American Communities. In these courses, I emphasize the relationship between oppression and resistance thereby bringing students' attention to systematic and systemic inequality but also the ways in which marginalized communities are agents in social change.

2. Please describe any research you have conducted related to issues of inequality and social justice.

My recent book, *Multiracialism and Its Discontents*, investigates multiracialism and its relationship to the racial hierarchy. The book takes a focused look at how multiracialism is shaped by racism, but ultimately reveals a broader statement about race in the U.S. today: that there is no post-racial state and any identity or movement that attempts to address racial inequality must contend with that reality.

I also have co-edited a reader for Race and Ethnicity courses, *Race and Ethnicity: Constancy in Change*. The book guides students in this subject by starting with a history of race in the U.S., then moves on to explain the social construction of race. The latter half of the book examines social inequality, systems of oppression, and concludes with a focus on social change.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, and sexuality.

In 2011, I began the campaign to create a holiday in honor of the civil rights activist, Ella Baker. Since then, every April I coordinate an Ella Baker Day; this is a day for students to research social problems and social change and learn from a keynote speaker(s) who is an activist. Ella Baker Day has now been held in four states.

I also have held several positions in sociological associations where I have made it my goal to advance issues of race, class, gender and sexuality. I was a member and Chair of the SSS Racial and Ethnic Minorities (CREM), Chair of the SSSP Teaching Social Problems Division (TSP), and a committee member for several ASA and SSSP committee awards. In each of these positions I have worked to create more outreach and representation; for example, in CREM I expanded the outreach for the travel scholarship, and as Chair of TSP I helped to organize sessions on teaching multiple dimensions of inequality.

Hephzibah Strmic-Pawl (hvsp@mville.edu), Running for Publications Committee

4. Please describe how you would work to make SSS a more inclusive organization.

Creating an equitable association with representation across our membership and leadership will make SSS a stronger and more effective organization. I will work to bring issues of inequality and representation to the center of all conversations. In all my work – from teaching to research and activism, I have advocated for just and inclusive conversations and actions and should I be chosen for this committee, I will continue this work.