

**In this issue...**

you will find  
undergraduate and  
graduate student features,

hear about our most recent  
publications and media  
appearances,

see open house photos,

**and so much more  
including...**



**FACULTY SPOTLIGHT:  
DR. NANCY LÓPEZ**  
PAGES 23-25



**GRADUATE STUDENT  
SUCCESS**  
PAGES 17-22



**MEET THE NEW  
GRAD COHORT**  
PAGE 44



**FACULTY SPOTLIGHT:  
DR. OWEN WHOOLEY**  
PAGES 47-48

# **NM SOCIOLOGY & CRIMINOLOGY**



## **From the chair, Dr. Lisa Broidy**

Welcome to the University of New Mexico, Department of Sociology and Criminology's inaugural newsletter. We are really pleased to be able to reach out to our department community to highlight some of the many activities, accomplishments, and people that contributed to our success this past academic year.

As Chair of the department for the past two years, I have reflected a lot on how we can strengthen our departmental community. As a department, we are not immune from the broad social and political dynamics that can both threaten and sustain communities. Like our global and national communities, we as a department, continue to grapple with the COVID pandemic and its lingering social impacts, and with important questions related to inclusivity and social justice. The challenge is responding in ways that build us up rather than tear



up apart. To my eyes, this newsletter serves multiple purposes in this regard:

First, it showcases all that we have accomplished as a Departmental community, despite the challenges we have all had to navigate over the past few years.

Second, it provides a window into the dedication with which our department's faculty, postdoctoral fellows, and graduate students approach research and teaching, shedding light on important sociological and criminological questions in ways that contribute to healthier and more just communities.

Third, it is an opportunity to celebrate and share with the public our many successes. Particularly the accomplishments of current students, recent graduates, and alumni in our undergraduate and PhD programs.

In these, and many other ways, I hope this newsletter builds pride and a stronger sense of community and belonging among all of those who have ties to our department. It is our intention to make this newsletter an annual tradition. We hope that it inspires those of you both near and far to maintain a connection to the department. Our successes speak to our strengths as a community and we appreciate the contributions that each of you, as members of this community, makes to our continued and growing success.

We plan for this to be the first in an annual series of newsletters and we would love to include updates from all of you who make up our department community. Please reach out any time if you'd like us to feature you, your work, or any activities/accomplishments you are proud of and want to share with others. Also, please follow and tag us on [Facebook](#), where we look forward to sharing regular updates with you.



**Editor's note:** Pictured above are several faculty members who came together for a fun photo booth group picture at our spring 2023 open house.

*Thanks to all who  
participated in our  
Spring 2023 department  
t-shirt campaign!*

*With your help, we  
raised ...*

**\$530.62**

*... to support our McGee  
and Gandy student  
awards.*

*Follow us on [Facebook](#)  
to hear about our next  
department t-shirt/  
sweater campaign which  
we hope to launch  
during the fall 2023!*





## FACULTY MAJOR UPDATES & ACCOMPLISHMENTS



**Jessica Goodkind** was promoted to Full Professor in June 2022. She also had a number of exciting projects funded including “Rebuilding and Engaging to Foster Resiliency Among Muslims Experiencing Violence: A Multilevel Community-Based Approach” Co-PD with Hallie Brown from the Substance Abuse and Mental Health Services Administration (SAMHSA; H79SMo87568). Amount Awarded \$3,999,920 (UNM Subaward \$307,455). She also had her project entitled “Gendered Pandemic-Related Disparities in Latin Immigrant Mental Health: Understand the Social Context of Caregiving Roles, Social Support, and Access to Resources” funded in the amount of \$120,625 (PI & Mentor to Alejandra Lemus).



**Owen Whooley** was nominated by the department for UNM’s A&S Teaching Excellence Award. The selection committee awarded him Honorable Mention.



**Diana Torrez** will begin the 2023-24 academic year as a Lecturer III.



**Nancy López** was recently awarded a \$3 million dollar grant from NSF for an HSI community of practice in STEM. This is a 5-year grant. She is the UNM Lead PI; Ramona Hernandez CUNY is co-PI. The funds are split evenly between UNM, CNM, NMSU, CUNY-City College, Lehman College, and Hostos Community College.



**Colin Olson** received the 2022 College of Arts and Sciences Teaching Excellence Award.



**Christopher Lyons** will serve in the University College as Interim Associate Dean for Faculty and Staff and Interim Director of Liberal Arts and Integrative Studies.



**Eli Wilson** was recognized for his book, *Front of the House, Back of the House*, with an Honorable Mention for the Komarovsky Book Award from the Eastern Sociological Society. He also was proud to serve as a committee member for the Truman Scholarship, where they got to nominate two fabulous young scholars at UNM to proceed to the national award stage.



**Noah Painter-Davis** has received substantial funding from the National Institutes of Health and the William T. Grant Foundation for his work on efforts to divert/deflect juveniles and young adults from the criminal legal system. He continues to work on efforts to provide college education for individuals in prison and on parole.



**Ranita Ray** received multiple awards for her 2022 *Gender & Society* article titled “School as a Hostile Institution: How Black and Immigrant Girls of Color Experience the Classroom.” These awards include the 2023 Arlene Kaplan Daniels Paper Award from SSSP, the ASA’s Section on the Sociology of Sex and Gender 2023 Distinguished Article Award (co-winner) and an Honorable Mention from ASA’s Section on Race, Gender and Class for their 2023 Distinguished Contribution to Scholarship Article Award. She was also elected chair-elect of the ASA’s Section Race, Gender, and Class Section, and continues to serve ASA sections in other elected capacities as well. In the summer of 2022, she also received a contract with St. Martin’s Press/Macmillan for her new book, *Violent Schools*.



**Lisa Broidy** was selected, along with colleague Lorine Hughes, as the new editorial team for the *Journal of Research in Crime and Delinquency*.



**Maricarmen Hernández** was awarded the UNM Women in STEM Research Award.

**Editor’s note:** Our department community will deeply miss Dr. Hernández as they embark on *a new professional journey* at Barnard College. But we are all very thankful for all that she contributed during her time at UNM Sociology & Criminology.



**Richard Wood**, and his co-author Brad Fulton received, a book contract from Oxford University Press for *Bridging Social Divides: Organizational approaches to building diversity and advancing equity*.

**Editor’s note:** Dr. Wood will also go on unpaid leave from UNM *to become president of the Institute for Advanced Catholic Studies*, an independent research institution at the University of Southern California that focuses on developing the Catholic intellectual tradition in dialogue with secular science, other religious traditions, and the humanities. We will miss his day-to-day presence in the department.



## AFFILIATE FACULTY/ADMINISTRATOR UPDATES



**Jennifer Malat**, Sociologist, was ***named Dean of the UNM's College of Arts & Sciences***, effective August 21, 2023. We are looking forward to working with her!



**Sharon Erickson Nepstad**, Sociologist, was ***appointed Associate Dean for Student Success*** for UNM's College of Arts and Sciences in 2022. We are thrilled for her, but we miss her regular presence in the department.



**Assata Zerai**, Sociologist, joined ***UNM as the Vice President for Equity and Inclusion*** in 2019. We are fortunate to have her on campus!

## EMERITUS FACULTY UPDATES



Howard Waitzkin, Distinguished Professor Emeritus, is co-editing a series of pamphlets/manifestos on "***Moving Beyond Capitalism – Now!***" published by Daraja Press and ***Monthly Review Essays***. Publications so far include: Rinky-Dink Revolution; The Revolutionary Meaning of the George Floyd Uprising; Abolitionist Agroecology, Food Sovereignty and Pandemic Prevention; Moving Beyond Capitalist Agriculture; A Mutiny of Morning: Reclaiming the Black Body from Heart of Darkness; and Black Anarchism and the Black Radical Tradition: Moving Beyond Racial Capitalism. THANK YOU TO OUR DEPARTMENT STAFF FOR ALL OF THEIR SUPPORT!

## VISITING FACULTY AND POSTDOCS



**Sharan Kaur Mehta, PhD**

Race and Ethnicity, Racism, Racialization, Religion, Gender, Intersectionality, Asians and Asian Americans, Identity, Collective Action



**Raquel Z. Rivera, PhD**

Race and Ethnicity, Community-based Participatory Research, Latinx Studies, Sociology of Music, Reproductive Justice



**George Weddington, PhD**

Race and Ethnicity, Social Movements, Antiracism, Social Movements, Organizational Sociology

## THANK YOU TO OUR DEPARTMENT STAFF FOR ALL OF THEIR SUPPORT!



From Left to Right: **Dorothy Esquivel** (Dept. Administrator), **Shoshana Handel** (Coordinator, Graduate Academic Advisor), **Jordan Cilley** (Administrative Assistant III), and **Ashley (Ash) Fox** (Senior Undergraduate Academic Advisor).



## GRADUATE ALUM SPOTLIGHT: Dr. Florence Emily Castillo

*Our newsletter team sat down with the newly minted Dr. Florence Emily Castillo to discuss, among other things, her research, new position, and advice for graduate students. Enjoy!*

*Newsletter Team (NT); Dr. Florence Emily Castillo (EC)*

**NT: What year did you earn your Ph.D. in sociology?**

**EC:** Spring/Summer 2023.

**NT: Can you tell us a little about your research focus and the key findings of your dissertation?**

EC: Through this project, I utilize multiple approaches to disrupt whiteness beginning with the methodologies and project design. I make a case for centering Indigenous and non-Western methods, such as testimonio in sociological studies, to disrupt the academic whiteness of knowledge creation and validation. I collected the testimonios of twenty-five educational justice organizers to get insight into how whiteness manifests in K-12 school policies, decisions, and language in district level decisions and ultimately seek to understand how these organizers challenge and disrupt it. Because whiteness itself is amorphous and looks different depending on a myriad of factors, I used Victor Ray's theory of racialized organizations as a guide for recognizing and naming the ways whiteness is normalized in education institutions through race-neutral, everyday actions at the meso-level of the school district. Finally, I highlight the different modes of resistance that educational activists use to disrupt whiteness. This includes traditional organizing strategies such as power analysis, asset mapping, and actions that target the most powerful actors within the school district, but I further theorize community care as a non-traditional form of resistance to white supremacy and illustrate how this is centered and what it looks like in action. My approach to the project is shaped by my key findings. I found that organizers use multiple approaches to challenging the district, and that they adapt and regroup with each new change in administration or school board elections. This allows them to effectively challenge the district, but I also found that building community and engaging in self-care and community-care was just as important a strategy for preventing burnout, reminding each other of why they are doing the work, and to continuously build community and look out for one another. I also found that regardless of education level, because most organizers are involved in so much critical grassroots work, almost everyone that I spoke with provided their own analysis of how whiteness interacts in this institution and how it impacts their students.

**NT: Congratulations on your Post-Doc position at the University of Texas-Dallas! How do you envision this opportunity furthering your research interests?**

EC: I envision this opportunity giving me the opportunity to both sharpen my qualitative research skills, but also to allow me to do applied work. My research is housed in the Office of Diversity, Equity, and Inclusion at a time when the state of Texas has literally just passed draconian legislation that tries to limit/ban DEI work in public institutions (SB17). Already, engaging in this work has pushed me to be more intersectional and to think of the ways that DEI initiatives can continue to be carried out using different lenses and frameworks. Because my work has focused on the mechanisms of whiteness in K-12 institutions, this opportunity will also allow me to further understand how this happens in higher education, and how individuals and departments across the state push back or overcome the legislative barriers that are now in place to continue to serve their most vulnerable students. While my dissertation focused on grassroots organizers, I think it'll be interesting to see how individuals within the system that are committed to justice respond to the state. I'm already thinking more about the interactions between the state and the institution and how Ray talks about how they both have the



power to influence and impact one another, so I'm ready to see how that theory holds up given the climate that we are in.

***NT: Could you share any challenges you faced during your dissertation research and how you overcame them?***

EC: The biggest challenge I had during my dissertation research was during coding and data analysis. I could not seem to overcome a debilitating procrastination, no matter how hard I tried and how much I knew that I was on a ticking timeline. It took me engaging in critical reflection about myself, my emotional and mental status, and my research to realize that the problem was not procrastination at all. Through this process of reflection, I came to realize that what was keeping me from making progress was that many of the testimonios shared with me were filled with traumatic stories, and that I had been privy to some very vulnerable and raw moments where some of the people sharing their testimonios were at times processing their own trauma from the institution for the first time. I realized that this triggered a lot of my own emotions and memories of schooling, and that it also elicited visceral emotions from me because I could hear the pain in the voices of the people that shared with me. This isn't something we talk about much in research design or qualitative research courses. The tendency is to still think of ourselves as the "objective" researcher devoid of any feelings, emotions or physical reactions to the data when this could not be further from the truth. I wish someone had told me this, so that I could have been prepared with ways to engage in self-care and step away from the data when it was just too much to bear. Ultimately, understanding that this was the issue helped me to overcome it – it allowed me to mentally prepare myself for segment blocks of coding and analysis at a time. I would then engage in processes that allowed me unplug and that took me away from my computer – this also helped me to reflect on what I was finding further and it led me to understanding how for several participants, the process of sharing the testimonio had helped in their own healing journey as well.

***NT: How has your experience as a graduate student shaped your teaching philosophy and approach? Are there any particular teaching methods or strategies that you find effective?***

EC: As a graduate student, I felt very isolated and alone within the department. I was one of a very few number of students of color, and had entered the program at a time when the atmosphere for graduate students was very toxic. As a result, this pushed me to look for other spaces which led me to connect with El Centro de la Raza. Through El Centro I became involved with El Puente, a research mentorship that paired graduate fellows with 5-8 undergraduates that we mentored through the process of developing a research proposal. This experience really shaped my teaching approach and philosophy and pushed me to be a flexible and amenable in my approach in the classroom. Nothing is set in stone other than the objectives and theoretical frameworks that I want my students to critically understand. How we get there can be personalized for the needs of each student when needed. It has also pushed me to be multimodal in my teaching. I use YouTube, documentaries, social media, online games and platforms, and other tools within my classroom to make a class where they can engage sociology in the platforms that make the most sense for them and their lived realities. I've found that this openness also pushes students to go further than they would with just a paper, because they're excited about it. One example from my final projects this semester was a student creating a "Get Ready with Me" makeup tutorial for YouTube as their final project. For those not familiar with this, GRWM videos are popular amongst Gen-Z and it allows social media makeup influencers to "talk" and connect with their audience over a variety of topics while they do their makeup. This student spent weeks storyboarding their video, talking me through how they were going to incorporate sociological theories and frameworks about race, gender, class, and ethnicity as they did a personal narrative that dissected their lived experiences, and how even their makeup look was an artistic rendering of one of the sociological theories. It was a great project, allowed the student to do something they were passionate about, and ultimately, the student showed that they had mastered the theories and frameworks and could apply them in critical analysis, which was at the root of the objectives for my course.

***NT: What are your goals and aspirations as a Post-Doc researcher? Are there any specific projects or collaborations you are excited about?***

EC: My goals for this post-doc are to publish and collaborate as much as possible. I'm extremely grateful that the NSF work we are doing is collaborative in nature, so many teams are involved in the research and the culture of the office is built upon collaboration and leveraging each other's expertise and strengths. One



particular collaboration I'm excited about is being able to analyze qualitative data from a university-wide student survey on campus climate and students' feelings of belonging and/or discrimination. I think it is critically important that when a survey is administered, that we respect the people who engaged in the survey and use the information for positive change, so I am not only excited about analyzing the data, but long-term plans of dissemination findings, policy and departmental recommendations based on what we find, and the constant level of communication with students and other key stakeholders on where we are with the process.

***NT: Can you discuss any conferences, workshops, or academic events you plan to attend or present at during your Post-Doc position? How do these activities contribute to your professional development?***

EC: I plan to present several papers this August at both ASA and SSSP (my supervisor is very supportive of me attending even though I just started). Outside of these, I know that my department offers funding and encourages staff to attend conferences throughout the year – two big ones that we participate in are the American Educational Research Association (AERA) and the National Conference on Race and Ethnicity in Higher Education (NCORE). I think these are critical for professional development because it keeps me aware of what's relevant in the field as well as allows me to reach out to other folks for collaboration on projects.

***NT: How do you plan to balance your research and teaching responsibilities during your Post-Doc? Are there any specific strategies you will employ to manage your time effectively?***

EC: I don't have teaching responsibilities with this particular post-doc, but I do have the option if I want to teach on a separate adjunct contract. Because this post-doc is a multiple year one, I want to take the first year to just get engaged in all the research and team collaborations before I take on teaching. This will allow me to ensure that I'm balancing my research and publishing first.

***NT: Are there any specific resources or support systems at the University of Texas-Dallas that you are looking forward to utilizing during your Post-Doc?***

EC: Yes – there are several support systems that I am already excited about at UTD. One big one is the Employee Resource Group (ERG) program that allows employees to connect on similar identities. For example, there is the Black Resource Group, LGBTQIA Resource Group, Latinx Resource Group, etc. This allows me to build community and network with people across campus and across positions and titles that share some type of similar lived experience as I do. Each group has a host of activities such as lunches or book clubs to build community and network with one another. Another big one is access to a program called "Beyond the Professoriate" which provides resources, trainings, and webinars for post-docs both in applied spaces as well as in faculty spaces. This allows you to build what you need to pursue further jobs either in the applied space or in faculty positions at other universities.

***NT: Could you share any advice for fellow graduate students who are considering pursuing a Post-Doc position? What factors should they consider when choosing a postdoctoral opportunity?***

EC: All post-docs are not created equal. Be sure to know what is being asked of you and if you are willing to do that. Some are research only, others are teaching and research, and still others can be all the above with the expectation of a set number of publications each year. Find these things out and ensure that it fits your needs and what you have the capacity to do without burnout. For example, while teaching is HIGHLY important to me, I knew that I needed to get more publications based on research projects and I also wanted to expand my research skills. For me, this post-doc was a great fit because it allows me to do both with no expectations of teaching. However, because teaching is so important to me, I made sure to ask about teaching opportunities and found that they were willing to work with me and let me teach courses in sociology if I ever WANT to – again, there is no expectation that I do so, and honestly, this takes the pressure off as I'm diving into an aspect of academia where I felt I wanted more experience. Also, don't be afraid to negotiate your salaries as post-docs! Most programs are prepared to give more than they initially offer, but not all new graduates know they have this leverage.

***NT: How do you plan to build connections and collaborations within the academic community at the University of Texas-Dallas? Are there any research groups or initiatives that align with your interests?***

EC: I've already started connecting with the multicultural centers as well as DEI and other student affairs areas, so this has been relatively easy. Because most of these are housed under the ODEI, it's easier for me to build these connections since they are all direct colleagues. There are several initiatives aimed at recruiting and retaining BIPOC students from the Dallas school district, and as a former student from the Dallas school district that felt intimidated by UTD because of its vast STEM focus, I know how it can seem unattainable to many high school students in my former community. Now that I directly work with folks that can recruit and support students like me, I am interested in working with these programs to facilitate this and offer my support in whatever way I can.



## CONGRATULATIONS TO THE MCGEE & GANDY 2023 AWARD WINNERS

***McGee Award Winner:*** Megan Honnold for her paper: "Marx and Engels' Historical-Materialist Process for the Development and Transitions of Modern Society From a Dialectical Approach."

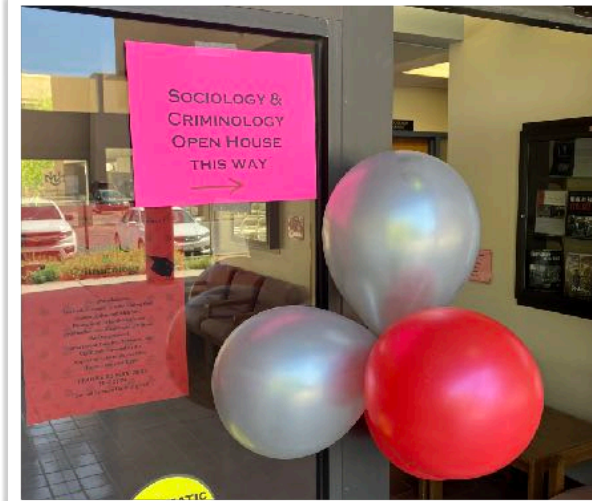
***The Gandy Award Winner:*** Megan Honnold

***Editor's note:*** Congratulations to Megan Honnold for winning both of these awards this year! Megan is spotlighted on pages 27-28 of this newsletter.





# THE 2023 UNM SOC & CRIM OPEN HOUSE AND GRADUATION CELEBRATION





# THE 2023 UNM SOC & CRIM OPEN HOUSE AND GRADUATION CELEBRATION (cont.)





# THE 2023 UNM SOC & CRIM OPEN HOUSE AND GRADUATION CELEBRATION (cont.)





## THE 2023 UNM SOC & CRIM OPEN HOUSE AND GRADUATION CELEBRATION (cont.)



## UNDERGRAD ALUM SPOTLIGHT: Velanie (Vel) Chavez

*Our newsletter team sat down with Velanie (Vel) Chavez to discuss, among other things, her undergraduate experience at UNM and her future academic plans. Enjoy!*

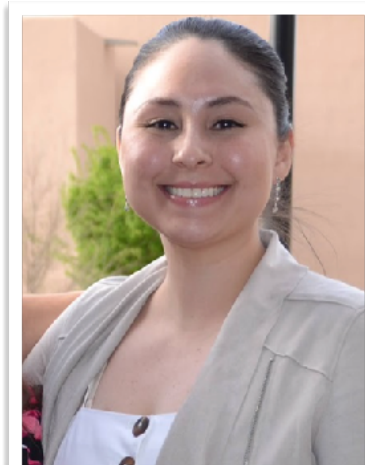
*Newsletter Team (NT); Velanie (Vel) Chavez (VC)*

***NT: What state do you call home?***

VC: New Mexico is the state I call home, the beautiful land of enchantment. I was born and raised here.

***NT: When did you graduate and what was your major?***

VC: I finished my degree Spring semester 2023, I graduated on May 13, 2023. I double majored in Sociology and Psychology.



***NT: What motivated you to pursue your degree?***

VC: It took me 5 attempts and 16 years to complete a Bachelor of Arts degree. I kept dropping in and out of higher education throughout my 20's due to anxiety and depression. At the age of 29, a few days before my 30<sup>th</sup> birthday, I promised myself that I was going to chase my dreams. That promise to myself, along with the motivation to take care of my two sons has carried me through.

***NT: Could you share a memorable experience or project from your studies that had a significant impact on you?***

VC: Working with McNair scholars along with my research mentor Dr. Jessica Goodkind and the Refugee and Immigrant Wellbeing Project (RIWP) was definitely the most memorable experience during my time as an undergrad. It had a significant impact on my understanding of how important research truly is. It was not always easy living up to high expectations, but it was totally worth it.

***NT: What was your favorite class and why did it resonate with you?***

VC: I do not have a favorite class, but I can say that classes like the psychology of love, sociology of madness, social theory, and the refugee and immigrant well-being project have definitely stuck with me.

***NT: How has your involvement in extracurricular activities or student organizations complemented your academic experience?***

VC: My involvement with the UNM McNair scholars program was an important part of my academic experience in that they provided me with a road map of how to become an extremely competitive applicant to graduate school. They do this by training their scholars how to find a research mentor, plus so much more. They also walk you through not only finding a mentor, but also how to conduct and present research at conferences, along with how to apply to some of the most prestigious fellowships and scholarships available. I



highly recommend this program to anyone seriously interested in research and graduate school. The program is intense, but the knowledge they provide is invaluable for first generation, low income, minority students.

***NT: Could you share any research or internship opportunities that you have been involved in during your time as an undergraduate student?***

VC: The research opportunities I had were awesome. I had the opportunity to gain research experience as an undergrad by working with Dr. Jennifer Payne and the McNair scholars program. Her guidance, along with my research mentor Dr. Jessica Goodkind and the Refugee and Immigrant Wellbeing Project (RIWP) were crucial in getting me through the two-year program. I eventually completed a research paper on *The Relationship Between Social Inequalities and Mental Health Among Latinx Immigrant Newcomers in New Mexico During the COVID-19 Pandemic*. I also had the opportunity to present the findings at research conferences in and out of state.

***NT: Are there any specific career paths you are pursuing or further academic pursuits you are considering?***

VC: I am currently getting my application to graduate school ready for submission. I plan on applying to the Master of Arts in Counseling program at the University of New Mexico. It has been my goal all throughout my time as an undergrad.

***NT: How has being a part of UNM's Sociology & Criminology influenced your personal and intellectual growth?***

VC: I literally went from a Criminology minor to a Sociology major due to my desire to spend more time understanding human beings in more than just a psychological way. I had already taken most of the psychology classes available, but I wanted to understand more than just individuals. I wanted the bigger picture, and that is how I fell in love with sociology. I wanted to understand how social issues and theories affect our psychology.

***NT: What advice would you give to incoming undergraduate students who are interested in pursuing a degree in our department?***

VC: I would advise incoming undergraduate students who are interested in pursuing a degree in the Sociology/ Criminology department to get comfortable reading and writing a lot. Resources like tutoring are available on campus. If you need help from professors or their teacher/ graduate assistants, I recommend going to their office hours. It is a great way to stand out and gain possible mentors and letter of recommendation writers for the future. If you are interested in research, do some background research on professors, and then ask them about their research.

***NT: Are there any particular challenges or obstacles you faced during your undergraduate journey, and how did you overcome them?***

VC: Social anxiety and at times depression was a major challenge for me. I reached out to SHAC, and they are part of the reason I made it through. I have learned that it is ok to ask for help. If you are struggling, it is ok to take a step back and focus on your mental health. Do not worry about what others are doing or thinking. Focus on you and your goal. If you fail or fall, get up and keep going. I always tell my children to be their own best friend in difficult and uncertain moments.

***NT: What is one of your favorite things about the City of Albuquerque?***

VC: My favorite thing about the City of Albuquerque is that I was born there, and of course the University of New Mexico.



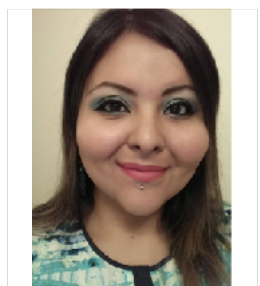
# GRADUATE STUDENT SUCCESS

## New PhDs



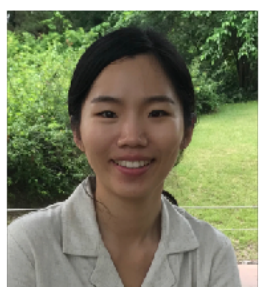
**Dr. Celine Ayala** completed her dissertation entitled, “The ‘Afro in Afrolatinidad’: Examining Afrolatinx Experiences of Blackness Through an Afrolatin Critical Theory of Race” in the spring of 2023.

Dr. Ayala’s dissertation committee consisted of Dr. Nancy López (chair), Dr. Georgiann Davis, Dr. Tanya Katerí Hernández, and Dr. Ranita Ray. Dr. Ayala is off to a tenure track assistant professor position in Georgia State University’s Department of Sociology.



**Dr. Florence Emily Castillo** completed her dissertation entitled, “Disrupting Whiteness in Education Organizations: Community Testimonios of Strategy, Resistance, and Perseverance in Educational Justice Organizing.”

Dr. Castillo’s dissertation committee consisted of Dr. Nancy López (chair), Dr. Ranita Ray, Dr. Elizabeth Korver-Glenn, and Dr. Nolan Cabrera. Dr. Emily Castillo has accepted a postdoctoral position at the University of Texas-Dalla



**Dr. Ryeora Choe** completed her dissertation entitled, “Mental Health in Transnational Contexts: Reconsidering Conceptualizations, Coping Strategies, and Racism through the Narratives of Refugees Resettled in the United States.”

Dr. Choe’s dissertation committee consisted of Dr. Jessica Goodkind (chair), Dr. Julia Hess, Dr. Nancy López, Dr. Kamilla Venner, and Dr. Owen Whooley. Dr. Choe is Project Director, RIWP/REFRAME



**Dr. Erin Coleman** completed her dissertation entitled, “The Longitudinal Relationship Between Social Mobilization, Crime, and Police Behavior.”

Dr. Coleman’s dissertation committee consisted of Dr. Christopher Lyons (chair), Dr. Steven Barkan, Dr. Sharon Nepstad, and Dr. Rueben Jack Thomas. Dr. Coleman is faculty at Central New Mexico Community College.



**Dr. Yuka K. Doherty** completed her dissertation entitled, “Boundaries of Citizenship: Gendered and Racialized Reproduction and Motherhood in Contemporary Japan.”

Dr. Doherty’s dissertation committee consisted of Dr. Nancy López (chair), Dr. Amy Brandzel, Dr. Lisa Sun-Hee Park, and Dr. Owen Whooley. Dr. Doherty is off to a tenure track assistant professor position at the University of Wisconsin-Whitewater.



**Dr. Kasim Ortiz** completed his dissertation entitled, “The Gayborhood Was Never Here For Some of Us! Health Consequences of Racialized Exclusion among U.S. Sexual Minorities Across the Lifecourse.”

Dr. Ortiz’s dissertation committee consisted of Dr. Nancy López (Co-Chair), Dr. Jessica Goodkind (Co-Chair), Dr. Rhonda Belue, and Dr. Nina Wallerstein. Dr. Ortiz is currently the Inaugural FIRST Faculty Fellow at Drexel University, Dornsife School of Public Health, Department of Health Management and Policy.



**Dr. Korey Tillman** completed his dissertation entitled, “The (im)mobility of being: The anti-black and colonial roots of contemporary policing” in the spring of 2023.

Dr. Tillman’s dissertation committee consisted of Dr. Ranita Ray (Chair), Dr. Vilna Bashi, Dr. Georgiann Davis, and Dr. Susila Gurusami. Dr. Tillman received a postdoc to tenure track position at Northeastern University that is a joint appointment between Criminology and Africana Studies with an affiliation to Sociology, which will start Fall 2023.



**Dr. Jon Williams** completed his dissertation entitled, “‘Mexico Has Spilt American Blood upon American Soil!’ The Role of the Mexico-U.S. Border in the Promotion of American Nationalism, 1821-1920.”

Dr. William’s dissertation committee consisted of Dr. Nancy López (co-chair), Dr. Felipe Gonzales (co-chair), Dr. Owen Whooley, and Dr. Samuel Truett.

## **New MAs**



**Katherine Rickers, MA**

MA Thesis: “Racial Disparities among Juveniles Referred to Authorities for Drug-Related Incidents in the United States.”



**Abigail Thompson, MA**

MA Thesis: “Why It’s More Than Just an Upset Stomach: A Systematic Review of Patient Experiences with Chronic Gastrointestinal Disease and Comorbid Mental Distress.”

## **PhD Proposals Defended**



**Drew Medaris, ABD**

Proposal Title: “The Political Culture of White Evangelicals in America.”



**Alisa Rogers, ABD**

Proposal Title: “The Social Determinants of Decision-Making”



**Elizabeth Sabbath, ABD**



## **Awards, Fellowships, Presentations, and More!**



**Celine Ayala** was a Latinx Project Visiting Fellow at NYU during the 2022-2023 academic year.



**Cassidy Boe** was awarded a Doctoral Conference Presentation Award from the Southern Sociological Society. She was also elected as student representative of the ASA's Bodied and Embodiment Section, 2022-23), and she presented at the 2023 SSS conference.



**Korey Tillman** was selected to receive a Fulbright Award to South Africa for the 2022-23 academic year. Korey also received a Society for the Study of Social Problems, Racial/Ethnic Minority Graduate Fellowship as well as an American Sociological Association's Minority Fellowship. He also was a 2022 Honorable Mention for the NASEM Ford Foundation Dissertation Fellowship, and his *Carceral Liberalism* article was recognized with an honorable for the 2022 SSSP Michael Harrington Award. He also gave a number of invited research talks across the country as well as presented at national sociology conferences. And he serves national organizations in a number of capacities including the 2023-2026 Membership Committee for SSSP, the 2022-present Communications Chair for the Association of Black Sociologists, and the 2022-present Newsletter Editor for the Association of Black Sociologists.



**Alejandro Tovar** was awarded the 2022-24 Winrock Fellowship.



**Jenna Dole** served on the UNM Homelessness Research Taskforce to compile a report for the city and county. The project was supported by UNM. She also started as a research analyst at RTI International in September.



**Samuel Torres** gave a paper presentation on the first chapter of his dissertation, titled “Accounting for Ethno-Racial Variation in the Effect of Economic Inequality on Neighborhood Crime,” at the annual meeting of the Academy of Criminal Justice Sciences in National Harbor, Maryland. He also accepted an applied researcher job with the County of Santa Clara. The position is in-person and located near family in San Jose, so my wife and I relocated there in October. I work for the Division of Equity and Social Justice, which functions to support program development, policy analysis, and public awareness to advance equity in government. I work closely with a small team of research scientists and we are currently designing and building out our division's research infrastructure.



**Lacey Hites** completed comprehensive exams in the areas of race and ethnicity and education. She was also selected for the Glenda Lewis Critical Race Scholar Award for 2023-2024 academic year, and she received an American Association of University Women (AAUW) Santa Fe Graduate Scholarship. She also presented co-authored research entitled “Putting Students at the Center of Culturally Responsive Practices” at Statewide Diversity Summit and national Professional and Organizational Development (POD) Network in Higher Education. And she presented her MA Thesis entitled “Definitional Ambiguity and Ontological Hegemony: A Systematic Review of Sociological Discourse on First-Generation College Students,” at the 2022 ASA conference.



**J. Gourdin** published “Mama I Made It”, Selection of Poems on Black Trans Masculinity, Queer Black Subjectivity Special issue of *Women, Gender, Families of Color*, University of Illinois Press. They were also a panelist on “In the Life: Serving Black Queer Students” for the Association for Black Cultural Centers, Albuquerque, NM. And an Organizer for the Association for Black Cultural Centers 2022 Conference: Culture Centers as the Oasis, Albuquerque, NM. They also lead their first retreat for Black and queer students where attendees learned about intersectionality and strategies to acknowledge trauma and also had constructive discourse on prioritizing joy. The weekend's activities also included cooking for unsheltered folks and immersing selves in nature on horseback.



**Emily Ahrend** will present “A Disconcerting Discrimination: A Scoping Review on the Concept and Evolution of Sanism” in the “Alternative and Emerging Approaches to the Study of Mental Health” session at the Society for the Study of Social Problems (SSSP) Annual Conference in August 2023.

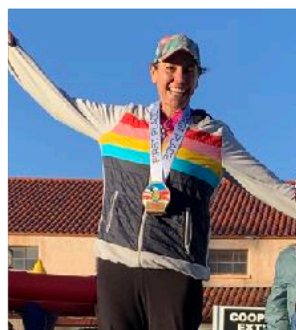


**Preston Lowe** completed comprehensive exams in the areas of medical sociology and gender.



**Alejandra Lemus** received a NIMH Diversity Supplement for “Gendered Pandemic-Related Disparities in Latin Immigrant Mental Health: Understanding the Social Context of Caregiving Roles, Social Support, and Access to Resources.” Amount Awarded: \$120,625. (PI: Jessica Goodkind) She also presented her research at the 2023 SWS Winter Meeting.

## PERSONAL HAPPENINGS



**Lisa Broidy**, pictured on the left, won her age group at this year's Mount Taylor Quadrathlon in Grants, New Mexico.



**Vittoria Totaro**, pictured right, gave birth to a child! She tells us “it was pretty neat” and that she’s “keeping the kid. 😊”



**Ranita Ray** and **Georgiann Davis** welcomed their second child, Shivani, pictured left.



**Noah Painter-Davis** and his spouse, Sarah Leiter, welcomed their baby, Millie (pictured right), in January.



# A CONVERSATION WITH DR. NANCY LÓPEZ

**Our newsletter team sat down with Dr. Nancy López to discuss her research interests and academic career including one reading that she feels is a must read for all undergraduate students. Enjoy!**

Newsletter Team (NT); Dr. Nancy López (NL)

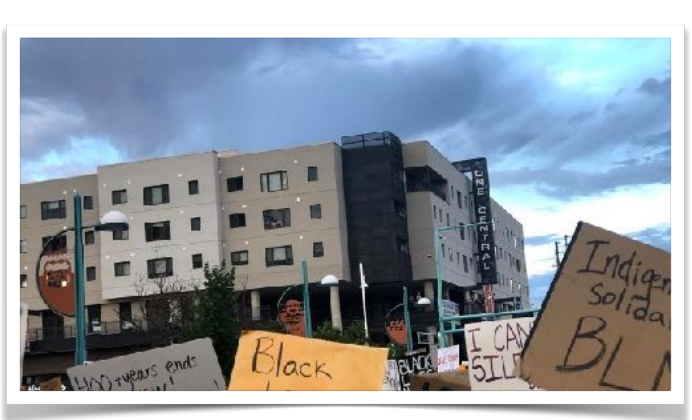
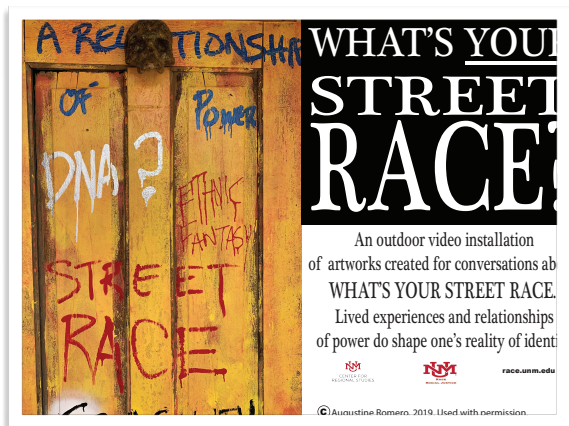


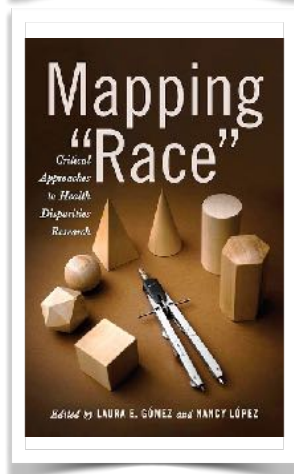
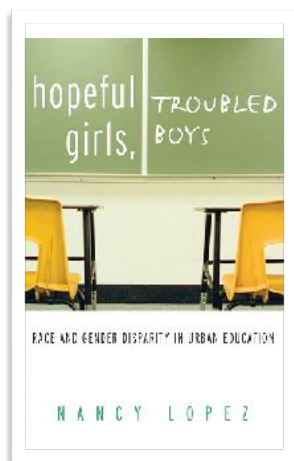
**NT: What are some of your research interests?**

NL: From my first peer-reviewed publication to my last, I strive to always create a corollary public facing deliverable. These can take multiple shape, such as a radio interview (Spanish/English) media, video/art exhibit for youtube on “What’s Your Street Race?”, essay for conversation.com on how the Census Bureau Keeps Confusing Race and Ethnicity, Tedex en español on the Census, or drafting and testifying for New Mexico legislative bill for collecting parent educational attainment from preschool to graduate school for intersectional equity use and distribution of resources. My current work, funded by the WT Grant Foundation and Hewlett Foundation, is a mixed method study that is part of a multi-site research practice partnership in New Mexico and California, examining the role of high school ethnic studies curriculum and pedagogy in reducing complex intersectional inequalities. My other on-going projects are funded by the Robert Wood Johnson Foundation on “Employing and Intersectionality Framework in Revising Office of Management and Budget Standards for

Collecting Administrative Race and Ethnicity Data” and the National Science Foundation (NSF) for cultivating an intersectional community of practice on Hispanic-Serving Institutions (HSIs) for student success metrics and distribution of resources. An unfunded project I would like to continue is an ethnography of UNM that I started with an undergraduate intern at the Institute for the Study of “Race” & Social Justice, who is now at UC-Irvine in her own doctoral studies in Sociology. You can find a workshop where we share some of the research Angeles “Rubi” Castorena completed on for the curricular genealogy of race, gender, and social justice curriculum across a variety of UNM departments, including Sociology, History, Anthropology [here](#). Since 2009, I co-founded and still direct, ***The Institute for the Study of “Race” & Social Justice***. We exist as a labor of love. We are an unfunded hybrid research/academic Institute that relies on in-kind support and donations for our programming. We also created the first interdisciplinary race and social justice certificate for graduate (2016) and undergraduate (2020) students. The graduate certificate is open to non-matriculated community members. We have awarded over 70 certificates. If we are able to secure additional funds, we would like to offer scholarships for students interested in completing the certificate and working on the curricular genealogy and conducting interviews for the ethnography of UNM among other projects.

\*\*\***Editor’s note:** You can contribute to the Institute for the Study of “Race” and Social Justice [here](#).\*\*\*





**NT: What drew you to your studies?**

NL: In my junior year I attended a lecture by Dr. Clara Rodriguez, Professor of Sociology, Fordham on her book *Puerto Ricans in the USA*. I also met Dr. Ramona Hernandez, founder of the CUNY Dominicans Studies Institute at their inaugural conference. I was also taking my first sociology course on racial and ethnic minorities with Dr. Eugene Litwak. As the eldest of five US-born children of Dominican immigrants who worked as factory workers in the sweatshops of New York City and who never had the privilege of pursuing education beyond the second grade, Spanish is my first language. I was born in tenements and raised in public housing in the Lower East Side of Manhattan. I graduated from Washington Irving H.S., a *de facto* racially segregated large public vocational high school for girls (over 4,000 students), where just over a third of students graduated in four years. Since I was born on the heels of the Civil Rights movement, I had the privilege of participating in federally funded programs such as HeadStart and Upward Bound, that were designed to provide what Dr. Ruth Zambrana calls “equity lifts.” Taken together each of these experiences solidified my passion for sociology as a tool for advancing emancipatory knowledge in the service of social justice.

**NT: Thank you for sharing and for paving the way for others. On top of having a very active research program, I know you are very involved in our discipline’s professional associations. Tell us a little about the different positions you’ve held and what it has been like for you in those professional associations.**

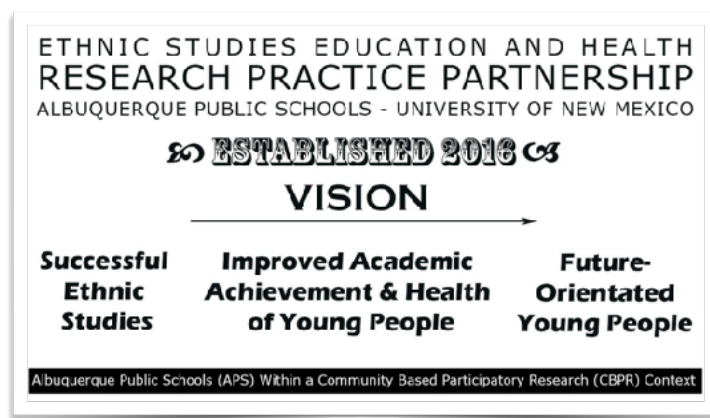
serving as chair of the finance committee to serving on the executive committee, several annual meeting program committees, as well as on the council and publications committee. During this time, the ASA endorsed statements in support of racial justice movements, reconsidering the use of student feedback for teaching evaluations, reconsidering the use of the GRE in admission and the importance of teaching about race, racism from preschool to graduate school, as well as the collection of parent educational attainment for intersectional analysis in ASA’s equity metrics and instituted expanded support for student travel. Other positions I’ve held in the ASA include: chairing the Committee on the Status of Racial and Ethnic Minorities, 2015-2018; serving on the Nominations Committee, 2015-2016 and Chairing the Race, Gender and Class (RGCS) Section, 2014-2015. Most recently, I was nominated to run for President-Elect. Each of these opportunities have been rewarding and remind me of the importance of creating spaces for transformative trouble for continual improvements as an organization and profession. I’m also actively involved in other professional associations. For over two decades, I’ve have been a lifetime member of the Association for Black Sociologists, which has been a source of mentoring and support since I was a graduate student and has been a welcoming space for Black Latinx scholars for decades. I recently also became a lifetime member of the Sociologists for Women in society, where I had the privilege of serving as Vice President. One of the initiatives that I launched in collaboration with Dr. Joseph was providing regular free high school teacher preconference workshops around antiracist, feminist curriculum and pedagogy, as well as one of the founding directors of the Latinx Feminist Collective.

NL: I served as Secretary-Treasurer of the American Sociological Association (ASA), from 2018-2022. In this capacity, I was privy to the behind the scenes panoramic view of how the sausage is made – from



**NT: I recently learned that in 2008 you were the first woman of color tenured in our department and the first woman of the African Diaspora (AfroLatina/Black Latina) tenured in the College of Arts and Sciences. How has our department, and college, changed, if at all, since then?**

NL: When I was hired in 2001, only a third of tenure stream faculty were white women. As of Fall 2023, half of the current 18 tenured/tenure stream faculty are women and three are women of color. I am the first woman of color and the first woman of the African diaspora (US-born AfroLatina/Black Latina; Dominican) tenured and promoted to associate professor (2008) and full professor (2018) in the sociology department and the College of Art and Sciences. It is important to note that a third of the tenured faculty in the department (4 of 16) voted against my tenure. To my knowledge, as of Fall 2023 there are no Native American, Black or Latinx women/men at the assistant professor rank in the tenure stream. As I begin my 23rd year of service to the department, I remain hopeful that we can reflect on our history, present and future and imagine new possibilities for generations to come.



**NT: What are some of the courses you regularly teach?**

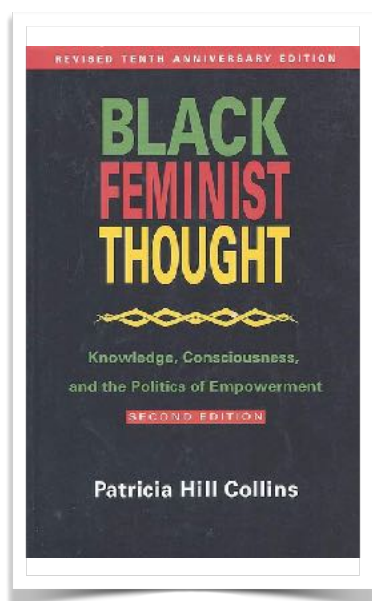
NL: Since arriving at UNM I have taught undergraduate/graduate classes on race, ethnicity, inequality, dynamics of prejudice (formerly known as dynamics of difference, power and discrimination), education, introduction to sociology, and intersectionality race-gender-class for social policy. I have also been invited to teach graduate courses on critical race theory and whiteness in the College of Education. I have also had the pleasure of serving on 87 doctoral/master committees and numerous independent studies. During 2022-2023, I had the privilege of chairing/co-chairing five completed dissertations—a department record for one academic year. I am elated to report that each of these newly minted PhDs in sociology are all students of color and the majority of whom grew up in households where no parent/guardian earned a four-year college degree. Each will continue their work as sociologists in a variety of academic positions, including tenure-track assistant professor, visiting professor or postdoctoral fellowships in a mix of public and private colleges/universities.

**NT: What's one reading that you think every undergraduate, regardless of major, should read in college?**

NL: *Black Feminist Thought* by Patricia Hill Collins.

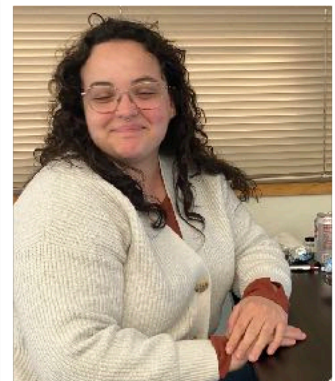
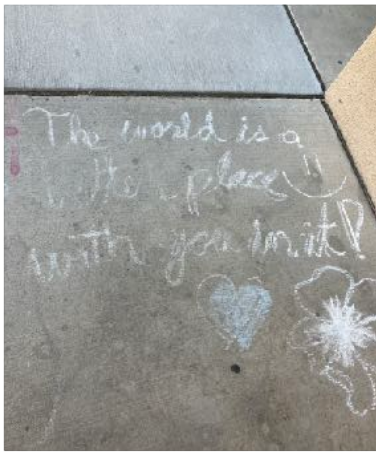
**NT: Thanks for sitting down with my and answering my questions! I do have one last one. What is one thing readers would be surprised to know about you?**

NL: I was admitted to the Sophie Davis combined BA/MD program at City College and I was planning to become a medical doctor. It's interesting that in some ways, I'm still connected to medicine as I receive invitations to serve on panels for Academy Health and Nursing associations. My hope is that sociological policy-relevant research catalyzes health equity impact beyond academia.





# SOC & CRIM SNAPSHOTS



## PUBLIC SOC & CRIM

**Eli Wilson** was *interviewed by KKOB*, a local news radio station, about his research on restaurants and craft beer.

**Eli R. Wilson** and colleague Aaron Delgaty wrote “*Craft brewing's hiring crisis, and the challenges of a 'passion-driven' career*” for *Fast Company*.

**Owen Whooley** was featured on the podcast *Mad in America* in an episode entitled “*Psychiatry's Cycle of Ignorance and Reinvention: An Interview with Owen Whooley*.”

**Richard Wood** and collaborators at Brown University organized and co-led two national webinars for advanced undergraduate students and recent graduates interested in professional careers in community & labor organizing, featuring four prominent young organizers from national networks rooted in poor communities (December 2022 and April 2023).

**Richard Wood** organized public letter signed by 100+ UNM faculty members, in support of Iranian students at UNM working in solidarity with women struggling for democratic rights in Iran.

**Howard Waitzkin**, Distinguished Professor Emeritus, introduced a continuing series of podcasts on “*Actually Existing Socialism*.” This episode focused on a research article by Howard and sociologist Shirley Cereseto, published during 1986 in the *American Journal of Public Health*: “Economic Development, Political-Economic System, and the Physical Quality of Life.” The article reported apparently the first and last study using World Bank data to compare capitalist and socialist countries at similar levels of economic development.

**Howard Waitzkin**, Distinguished Professor Emeritus, spoke about evidence-based medicine and “science as ideology” *at the international online launch* of an important new book about the origins and outcomes of COVID-19 and similar pandemics.

**Ruben (Jack) Thomas** and colleagues had their work noted in *Futurum Careers* in a piece entitled, “*The Importance of Community for Reducing Social Isolation*.”

**Ruben (Jack) Thomas** was quoted in *The Hill* in a piece entitled “*Young Americans are once again switching up how they date*.”

**Ruben (Jack) Thomas** was quoted in *El País* (Spain), “*Conclusiones de 10 años de Tinder: por qué la herramienta más odiada sigue siendo la mejor para encontrar el amor*.”

**Ruben (Jack) Thomas** was quoted in *The Atlantic*, “*The Case for Dating a Friend*.”

**Nancy López** wrote a blog for *AcademyHealth* on *the recent supreme court hearing and urgency of intersectionality praxis*.

**Ranita Ray** penned an op-ed for *Slate* entitled, “*It Never Seems to Be a Good Time to Talk About Teachers' Racism*.”

**Ranita Ray** appeared on the *All About Girls of Color Podcast* where she discussed schools as a hostile institution.

**Ranita Ray** also *wrote a blog* for *Gender & Society* on her research entitled, “Schools as Hostile Institutions: Everyday Violence Against Black Girls and Immigrant Girls of Color.”

**Georgiann Davis** was *interviewed by SWS* in anticipation of her 2022 SWS Feminist Activism Awardee Talk.

**Georgiann Davis** was noted in a piece by *Next Avenue* entitled, “*The Groundbreaking Work of Intersex Activists in New Mexico*.”

# UNDERGRADUATE STUDENT SPOTLIGHT:

## Meg Honnold

*Our newsletter team sat down with Meg Honnold to discuss, among other things, her undergraduate experience at UNM thus far and her future academic plans. Enjoy!*

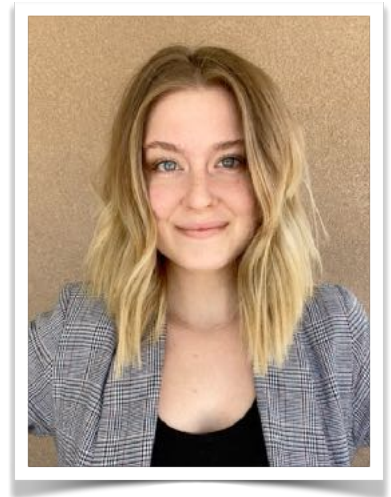
*Newsletter Team (NT); Meg Honnold (MH)*

***NT: What's your major and when do you plan on graduating?***

MH: I am double majoring in Sociology and American Studies. My anticipated completion is Fall 2024.

***NT: What motivated you to pursue your degree?***

MH: When the COVID-19 pandemic hit, I lost a job in event planning which forced a pause and a pivot. I'd been keenly aware of the ways my educational insecurity affected job opportunities as well as self-confidence, but a college degree seemed far out of reach. Timing and a scholarship nudged me to *seize the day*. Sociology was the right fit for my curiosity in high-control groups and homeschooling, with American Studies added along the way to enrich a historical and racial understanding.



***NT: Could you share a memorable experience or project from your studies that had a significant impact on you?***

MH: I walked into my first-ever classroom in Fall 2022 (at 26), having been formerly homeschooled. I clumsily asked friends questions in advance about where to sit, how often to speak up, or if you're allowed to leave for the restroom. I'll always remember the feeling of that first class with waves of emboldened relief after each "first," from choosing a seat to raising a hand. The mundane was surreal, since I'd thought college could never be for me. Earning a college education as someone with no GED, high school diploma, or previous traditional school experience is an achievement I'll always hold dear.

***NT: Who is your favorite UNM instructor and why? How have they influenced your academic journey?***

MH: Dr. Goodman has been my mentor for the ASSURE program and my professor in two semesters; he's been influential in both academic growth and personal trajectory. His straightforward teaching style has afforded practice and comfort in critically thinking on my feet, speaking up even with a half-formed thought, and untangling long-term ideas.

***NT: What was your favorite class and why did it resonate with you?***

MH: I took Queer Theories from Eileen Shaughnessy which continues to shape my educational experience, not only through the ideas and writings covered in course material but in a broader imagination and "queering" of academia, knowledge production, and my own positionality. As a queer student, it was remarkably impactful to learn from guest lecturers across many identities - I consistently refer to notes taken in that class as I uncover my personal academic voice.



***NT: Could you share any research or internship opportunities that you have been involved in during your time as an undergraduate student?***

MH: In Spring 2023 I participated in the Arts & Sciences Support for Undergraduate Research Experience (ASSURE), which culminated in a research report and presentation at Undergraduate Research Opportunity Conference (UROC). I was surprised to win first place in the UROC180 competition and received an honorable mention for my Research Story, “Living Room Data: Disentangling Homeschooling through a Sociological Lens.” My project, “The American Homeschool Movement: An Analytic Review of Prominent Research Topics, Leading Voices, and Emerging Studies,” compiled 50 peer reviewed articles into a literature review and visual map to address the question, *what are the grounds and gaps of research on homeschooling in the United States?* The project was the first time I was able to seriously develop my own work and interests outside of class assignments, while placing my personal background into its research context. The feedback I received from moderators was invaluable, the process opened connections to other researchers in the space, and the experience provided a thorough springboard into eventual graduate work.

***NT: Are there any specific career paths you are pursuing or further academic pursuits you are considering?***

MH: I plan to continue into a Sociology Ph.D. program once my bachelor’s degree is finished, aiming for a career that advances nuanced, inclusive, and holistic research on homeschooling with an emphasis on gender and sexuality, social movements, religion, and family.

***NT: How has being a part of UNM's Sociology & Criminology influenced your personal and intellectual growth?***

MH: I appreciate the Sociology and Criminology department’s commitment to inclusion, whether of students or materials and topics. Each class I’ve taken has prioritized a conversation about knowledge production: whose voices matter, what type of information is valued, who gets excluded in the process, and how to actively challenge that reality. This has influenced my approach to coursework at UNM and vision of a future career while fostering responsibility within my various identities, including positions of privilege.

***NT: What advice would you give to incoming undergraduate students who are interested in pursuing a degree in our department?***

MH: To incoming undergraduate students: go to office hours! Some of the greatest information I’ve received has been from office hours - whether going over class information, asking questions about graduate school, or brainstorming projects. Having relationships with professors who know you, your work, and your goals is an excellent source of help along the way. Similarly, look out for various webinars or workshops hosted by UNM - dropping by information sessions allowed me to stumble upon extra opportunities and connections affording their insight, varying perspectives, and diverse paths. Finally...Enjoy hobbies outside of school, form friends outside of classmates, and celebrate accomplishments outside of grades.



# Snapshots from Dr. Jessica Goodkind's Refugee & Immigrant Well-being Project

A Learning Circle celebration for the Refugee & Immigrant Well-being Project, which brings together UNM students enrolled in Dr. Goodkind's 2-semester Health & Social Inequalities course with newcomer families to engage in mutual learning and the mobilization of community resources to promote the mental health and well-being of newcomers and to transform our communities to be more welcoming and responsive to newcomers.



## NEW PUBLICATIONS

**Barker, Kristin, Owen Whooley**, Erin Madden, **R. Neil Greene**, and **Emily Ahrend**. 2023. "The Long Tail of COVID and the Tale of Long COVID: Managing Ignorance to Construct a Diagnosis," *Sociology of Health & Illness*.

Madden, Erin F., **Kristin Barker**, Joshua Guerra, Corey Villanueva and Sandra Sulzer. 2022. "Variation in intervention stigma among medications for opioid use disorder." *Social Science & Medicine Qualitative Research in Health*, Volume 2.

**Christopher J. Lyons**, María B. Vélez, and Lauren J. Krivo. 2022. "The Dynamic Racial Structure and Disparities in Neighborhood Crime Change". *Social Problems*.

**Castillo, Emily**, Gustavo Garcia, Alejandro Mendiaz Rivera, Ana Milan Hinostroza, and Natalia Toscano. forthcoming. "Collectively Building Bridges for First-Generation Working-Class Students: *Pláticas* Centering the Pedagogical Practices of *Convivencia* in El Puente Research Fellowship," *Teaching Sociology*.

**Ray, Ranita**. 2022. "School as a Hostile Institution: How Black and Immigrant Girls of Color Experience the Classroom." *Gender & Society* 36(1): 88-111.

Blackwell, Meredith A., David T. Lardier, **Ryeora Choe**, and **Jessica Goodkind**. 2022. "Geocultural Variation in Correlates of Psychological Distress among Refugees Resettled in the United States." *Journal of Traumatic Stress*.

**Goodkind, Jessica**, Julia Meredith Hess, **Ryeora Choe**, **Yuka Doherty**, Meredith Blackwell, David T. Lardier, and Deborah Bybee. 2022. "Refugee Mental Health: Differential Trauma Exposure and Gendered Expectations as Explanatory Mechanisms for Disparities," in *Research Handbook on Society and Mental Health*,

Handal, Alexis, C. Estela Vasquez Guzman, Alexandra Hernandez-Vallant, Julia Meredith Hess, Kimberly Huyser, Mario Javier Chavez, Annette Carreon Fuentes, Felipe Rodriguez, Norma Casas, Margarita Galvis, Dulce Medina, Diana Anahi Torres, and **Jessica Goodkind**. 2023. "Measuring Latinx/@ Immigrant Experiences: Adaptation of Discrimination and Historical Loss Scales." *American Journal of Orthopsychiatry* 93(1):27-40.

Hess, Julia M., C. **Estela Vasquez Guzman**, Alexandra Hernandez-Vallant, Alexis J. Handal, Kimberly R. Huyser, Margarita Galvis, Dulce Medina, Norma Casas, Mario Javier Chavez, Felipe Rodriguez, Annette Carreon Fuentes, and **Jessica Goodkind**. 2022. "Innovative Participatory Bilingual Data Analysis with Latinx Immigrants: Language, Power, and Transformation." *Cultural Diversity and Ethnic Minority Psychology* 28(3):389-401. <https://doi.org/10.1037/cdp0000481>

**Broidy, Lisa** and **Ella Siegrist**. 2023. "Prioritizing Protection: How Jailed Women Challenge Maternal Stigma" *Feminist Criminology*.

Judge, Shana and **Yuka Doherty**. 2022. "The Demographic Characteristics of Federal Trafficking Defendants: Do They Reflect Differences in Criminal Networks and Opportunities?" *Journal of Human Trafficking*.

**Park, Kiwoong** and Jinho Kim. 2023. "Longitudinal association between perceived discrimination and sleep problems among young adults in the United States: Tests of moderation by race/ethnicity and educational attainment." *Social Science & Medicine* 321: 115773.



## NEW PUBLICATIONS (cont.)

**Park, Kiwoong** and Ning Hsieh. 2023. "A National Study on Religiosity and Suicide Risk by Sexual Orientation." *American Journal of Preventive Medicine* 64(2): 235-243.

**Tillman, Korey**. 2022. "Carceral Liberalism: The Coloniality and Antiblackness of Coercive Benevolence." *Social Problems*.

**Tillman, Korey**. 2023. "Review of Fractured Militancy: Precarious Resistance in South Africa after Racial Inclusion, by Marcel Paret," *Sociology of Race and Ethnicity*.

**Tillman, Korey**, David R. Dickens, and Chico Herbison. eds. 2022. *Neglected Social Theorists of Color: Deconstructing the Margins*. Lanham, MD: Lexington Books.

**Tillman, Korey**. 2022. "Masks." *The Sociological Review Magazine*.

**Wood, Richard L.**, Brad Fulton, and Rebecca Sager. 2023. "Strategic Alliances: The Political Efficacy of Religious-Secular Ties" was accepted for publication in *Mobilization: An International Journal*.

Brad R. Fulton and **Richard L. Wood**, translated by Tobias Meier. 2022. "Community Organizing in Interreligious Context (im interreligiösen Kontext Zeitgenössische theologische und organisatorische Herausforderungen)" pp. 142-156 in *Community Organizing Eine Einführung*, by Tobias Meier, Leo Penta, and Andreas Richter (editors). Basel, Switzerland: Beltz Juventa, 2022. German translation of "Interfaith Community Organizing Emerging Theological and Organizational Challenges," *International Journal of Public Theology* 6 (2012):398–420.

**Davis, Georgiann**. "Intersexy, but Fat: On the Selective Celebration of Bodily Differences." Chapter 31. 4th edition of *Introducing the New Sexuality Studies*. Routledge/Taylor & Francis, edited by Laurel Westbrook, Nancy L. Fischer, and Steve Seidman.

Meisner, Ellen T., and **Eli R. Wilson**. forthcoming. "Avoiding, Resisting, Enduring: Responses to Workplace Violence in Professional Kitchens." *Work, Employment and Society*.

**Wilson, Eli R.** 2022. "Privileging Passion: How the Cultural Logic of Work Perpetuates Social Inequality in the Craft Beer Industry." *Socius* 8: 1-12.

**Wilson Eli R.** 2022. "'It Could Never Be About Just Beer': Race, Gender, and Marked Professional Identity in Craft Beer." *Journal of Professions and Organization* 9(2): 232- 245.

**Wilson, Eli R.** and David Schieber. 2022. "Sticking to it or Opting Out: Managing Contested Work Identities in Nonstandard Work." *Qualitative Sociology* 45(2): 219-239.

Islam, Md Jahirul, **Lisa Broidy**, Li Eriksson, Moisure Rahman, Nurunnahar Mazumder. 2022. "Childhood maltreatment and decision-making autonomy in adulthood: The mediating roles of self-esteem and social support." *Child Abuse & Neglect*. 129.

Judge, Shana M. and **Jenna L. Dole**. 2022. "Charging Sex Traffickers under Federal Law: What Dispositions Should We Expect When Applying Theories on Prosecutorial Decision-Making?" *Journal of Empirical Legal Studies* 19(1).

## NEW PUBLICATIONS (cont.)

Osgood, Wayne D., **Daniel T. Ragan**, **Jenna L. Dole**, and Derek A. Kreager. 2022. "Similarity of Friends Versus Nonfriends in Adolescence: Developmental Patterns and Ecological Influences." *Developmental Psychology*.

**Hernández, Maricarmen**, Sam Law, and Javier Auyero. 2022. "How Do the Urban Poor Survive? A Comparative Ethnography of Subsistence Strategies in Argentina, Ecuador, and Mexico." *Qualitative Sociology*. (45):1-29.

**Hernández, Maricarmen**. 2022. "Putting Out Fires: The Varying Temporalities of Disasters." *Poetics*. 93(A): 101613.

**Hernández, Maricarmen**. 2022. "Memoria Colectiva y el Derecho a la Tierra (Tóxica)." *Papel de Colgadura, Textura de las Humanidades Ambientales*. Vigécima primera edición: 60-76.

**Whooley, Owen**. 2023. "How Long Does Madness Take? Time and the Construction of Mental Illness in Community Mental Health Work." *Social Problems*.

**Echeverri-Herrera, Susana**, Nowels, M. A., Qin, B., Grafova, I. B., Zeinomar, N., Chanumolu, D., Duberstein, P. R., & Bandera, E. V. 2022. "Spirituality and Financial Toxicity among Hispanic Breast Cancer Survivors in New Jersey." *Supportive Care in Cancer*.

**Lyons, Christopher J.**, **Noah Painter-Davis** & **Drew C. Medaris**. 2022. "The Lynching Era and Contemporary Lethal Police Shootings in the South." *Race and Justice*.

**Setter, Davyd** and **Sharon Erickson Nepstad**. 2022. "How Social Movements Influence Public Opinion on Political Violence: Attitude Shifts in the Wake of the George Floyd Protests." *Mobilization*.

**Waitzkin, Howard**, Alina Pérez, and Matthew Anderson. 2022. *Social Medicine and the Coming Transformation*. New York and London: Routledge.

Fassler, Ella, Andrew Larkin, Kesavan Rajasekharan Nayar, and **Howard Waitzkin**. 2022. "Using absolute risk reduction to guide the equitable distribution of COVID-19 vaccines." *BMJ Evidence-Based Medicine*.

Larkin, Andrew, **Howard Waitzkin**, Ella Fassler, and Kesavan Rajasekharan Nayar. 2022. "How Missing Evidence-Based Medicine Indicators Can Inform COVID-19 Vaccine Distribution Policies." *BMJ Open*.

Smithers, Daniel J., and **Howard Waitzkin**. 2022. "Universal Health Coverage as Hegemonic Health Policy in Low- and Middle-Income Countries: A Mixed-Methods Analysis." *Social Science & Medicine*.

Bagby-Williams, Atticus, and Nsambu Za Suekama. 2023. *Black Anarchism and the Black Radical Tradition: Moving Beyond Racial Capitalism*. Edited by Shannon Fauwkes with **Howard Waitzkin**. Wakefield, Quebec, Canada: Daraja Press.

**J. Gourdin** published "Mama I Made It", Selection of Poems on Black Trans Masculinity, Queer Black Subjectivity, Special issue of *Women, Gender, Families of Color*, University of Illinois Press.

## NEW PUBLICATIONS (cont.)

Ford, Jason, **Kasim Ortiz**; Ty S Schepis, Sean Esteban McCabe. 2022. "Types of Criminal Legal System Exposure and Polysubstance Use: Prevalence and Correlates among US Adults in the National Survey on Drug Use and Health, 2015-2019." *Drug & Alcohol Dependence*.

Jacobsen, Wade C., **Daniel T. Ragan**, Mei Yang, Emily L. Nadel, and Mark E. Feinberg. 2022. "Arrested Friendships? Justice Involvement and Interpersonal Exclusion Among Rural Youth." *Journal of Research in Crime and Delinquency*.

**Ragan, Daniel T.**, D. Wayne Osgood, Nayan G. Ramirez, James Moody, and Scott D. Gest. 2022. "A Comparison of Peer Influence Estimates From SIENA Stochastic Actor-Based Models and From Conventional Regression Approaches." *Sociological Methods & Research* 51(1):357-395.

**Painter-Davis, Noah.** 2022. Review of *Beyond Recidivism: New Approaches to Research on Prisoner and Reintegration*. *Contemporary Sociology: A Journal of Reviews*. 47(6):717-719.

**Stay connected!**

**Join our *Facebook* page *here!***





## UNDERGRAD ALUM SPOTLIGHT: Monse Rodriguez Rico

*Our newsletter team sat down Monse Rodriguez Rico to discuss, among other things, her undergraduate experience at UNM, her future academic plans, and what she loves about the 505. Enjoy!*

*Newsletter Team (NT); Monse Rodriguez Rico (MR)*

***NT: What state do you call home?***

MR: New Mexico and Guanajuato, Mexico

***NT: When did you graduate and what was your major?***

MR: May 2022. Criminology and Psychology.



***NT: What motivated you to pursue your degree?***

MR: As a child of immigrants, it has always been ingrained in me to make my education a priority. I always saw higher education as a blessing and a way to honor the sacrifices of my family and community. Higher education was also associated with economic security which is also something that was also important to me. As I got further within my program I also began seeing my degree as a way to engage with the world in a critical manner and a way for me to make an impact in my community and better know myself.

***NT: Could you share a memorable experience or project from your studies that had a significant impact on you?***

MR: Being involved in the SOC 488 internship course was very impactful in my life as I began to imagine my life away from UNM and how to apply sociology in the real world. It is commonly joked that social science degrees are difficult to use in the real world but I found this to be more than untrue. On a surface level this class helped me secure opportunities for employment after I graduated in the non-profit world but what I found more important is that it gave me a taste of what it is like to collect ethnographic data and allowed me to be critical of the spaces I were to occupy in the future. It also inspired the research I would like to pursue in graduate school.

***NT: Who is your favorite UNM instructor and why? How have they influenced your academic journey?***

MR: One of my favorite UNM instructors was Dr Olson. I took several of his classes and I found them to be very enjoyable. Dr. Olson always selected readings that I found to be interesting and engaging to discuss. I enjoyed how he had us read whole books rather than journal articles all the time. Apart from this, I appreciated Dr. Olson as a mentor because he exemplified to me a lot of good pedagogical strategies and career paths outside of a tenured professorship.

***NT: What was your favorite class and why did it resonate with you?***

MR: I really enjoyed taking SOC 381 Theory with Dr. Ranita Ray. That class was brought to life by the fact that she often selected for us to read theories that are typically not considered in the canon and that sometimes challenged the canon of sociology. Apart from this she also challenged us to form our own questions and critiques of any theory we read. In this way, I think she provided us with some real-life tools to carry with us beyond academia. Additionally, I also really enjoyed Dr. Olson's class on policing. The text used in the class, "Our Enemies in Blue" by Kristian Williams was really conducive to understanding the history of policing. Similarly to Dr. Ray's pedagogy, I also found Dr. Olson provided some critical real-world application tools in that we had to analyze police headlines on a weekly basis and connect them to things we had learned in the class.

***NT: How has your involvement in extracurricular activities or student organizations complemented your academic experience?***

MR: It is hard to not become too hyperfocused in theory and your studies and lose sight of what is going on beyond the UNM community. I found myself more well-balanced by becoming a part of ABQ Mutual Aid. This is a volunteer collective that aims to help the community in solidarity rather than charity. This is a beautiful community space that taught me that we are capable of helping each other beyond institutions (which can often be limiting).

***NT: Could you share any research or internship opportunities that you have been involved in during your time as an undergraduate student?***

MR: I was fortunate to be part of various research mentorships. I started off my freshman year in the F.Y.R.E (First Year Research Experience), then El Puente Research Fellowship, and later on the Mellon Mays Undergraduate Research Program. Although I was originally drawn to research for the financial incentive that came with these programs it has now become a passion of mine and I found a great community from it. I highly recommend all these programs to incoming students!!

***NT: Are there any specific career paths you are pursuing or further academic pursuits you are considering?***

MR: I have spent a year working in the non-profit world. Specifically, I was fortunate enough to work with system-impacted individuals in a coalition group that aimed to imagine a world without juvenile prisons and also to work with incarcerated youth at the Bernalillo Youth Detention Center. Although I enjoyed working with these individuals, I found that there were various institutional issues that made it challenging to work in this space. This experience really solidified for me how much I long to work with the community and also teach in higher education. This has led me to return to academia. With the support of UNM faculty, I have been accepted into a Ph.D. program for sociology at the University of Illinois Chicago.

***NT: How has being a part of UNM's Sociology & Criminology influenced your personal and intellectual growth?***

MR: The UNM sociology and criminology program empowered me to realize that with a critical lens, I can be an asset to any organization or institution I am a part of. It gave me the power to think structurally and I think in this way we are able to make a true difference. It also inspired me to continue to pass on this knowledge to future generations.

***NT: What advice would you give to incoming undergraduate students who are interested in pursuing a degree in our department?***

MR: Do not be afraid to engage in dialogue with your professors and mentors or even peers. It is these conversations that I miss most after graduating. Whether it be about a reading, current event, or career objective. I am so happy that sociology is a discipline that allows for endless dialogue and analysis.

Additionally, embrace all the questions that you have and arise from any experience you have as this can be something you can pursue as research. Never lose your curiosity.

***NT: Are there any particular challenges or obstacles you faced during your undergraduate journey, and how did you overcome them?***

MR: As a first-generation student, I felt really burned out in that not only was I learning the material from my program but just how to navigate this journey and space more generally. Although I would say I was successful at it, it really drained me and I didn't feel that I was as carefree as my peers. It felt like I had to grow up faster in a sense. If you are also first generation know that there are so many people rooting for you and willing to support you. Don't be afraid to let people know that you need help.

***NT: What is one of your favorite things about the City of Albuquerque?***

MR: As I am about to move away from ABQ, I find myself really admiring the natural beauty you can find in the 505. Our skies are so blue and not covered in a skyline. We are also blessed with the pink and purple hues of the sandias and the river is only a few steps away. Albuquerque is truly a diverse city in the ways that it allows you to have fun in a variety of ways, whether that be trying new foods or exploring nature.





## GRADUATE STUDENT SPOTLIGHT: Susana Echeverri Herrera

***Our newsletter team sat down with Susana Echeverri Herrera to discuss, among other things, her research and time management. Enjoy!***

*Newsletter Team (NT); Susana Echeverri Herrera (SEH)*

***NT: Congratulations on defending your thesis proposal! Can you provide an overview of your research topic and the significance of your work within the field of sociology?***

SEH: My thesis project explores how breast cancer is an embodied experience for Latinas in the U.S. By centering structural constraints, state violence, and an immigration framework vis a vis the breast cancer experience, I explore how state violence presents itself in their lives and bodies. I draw on the voices and experiences of women at the margins of U.S. society to bring into conversation medical sociology/sociology of the body, sociology of race and ethnicity, and migration studies.



***NT: How has the process of conducting research and writing your thesis contributed to your understanding of the chosen subject matter? Have there been any surprising discoveries or insights along the way?***

SEH: The more you think you know about a topic, the more complex it becomes. I have been working around breast cancer for a while now, but my perspective has significantly shifted in the last couple of years. From a very biomedical stance to a broader social perspective. And while each brings different insights, I have found that ultimately, in the type of work I do, people will share with you what is meaningful to them. It is on me to connect the individual instances to the broader sociological significance. For my thesis, the connection has been to understand breast cancer, or any severe illness's manifestation/evidence on the body, as a potential site of violence.

***NT: How has the feedback from your advisor and committee members influenced the development and refinement of your thesis? In what ways has it shaped your research approach?***

SEH: The perspectives of my committee members are incredibly valuable in shaping my research. Their feedback has broadened my thinking and helped me approach my work differently. For instance, I am taking an inductive approach to qualitative work. It has been new to me and has felt, at times, counterintuitive. Now I've seen the value that this method brings to my research, so it has been a great learning experience. Also, their expertise in various fields in terms of both research methods and discipline areas has pushed me to explore how other disciplines can be integrated into my work.

***NT: What are some of the key takeaways or lessons you have learned throughout your Ph.D. journey so far? How have they influenced your growth as a researcher and scholar?***

SEH: In my first semester of grad school in the U.S., I took a writing class, and the first question the professor asked the class was: How do you eat an elephant? Everyone seemed confused, but the answer was a bite at a time. It applies to life in general but as a grad student, researcher, and scholar, perhaps even more. Milestones seem overwhelming, and most goals seem big and far. One bite at a time is a reminder that you are not getting

it all done at once but that you do need to put in a little every day to get it done. This has been a guiding principle throughout my Ph.D. so far. The second lesson would be to do something you care about. During the process, we do many things that we don't like or find meaningful. Trying to choose a research topic that I enjoy, moves me, and is meaningful to me has made the stressful aspects more endurable, and the research process a great experience.

***NT: Can you discuss any collaborations or interdisciplinary interactions that have enriched your research experience? How have they expanded your perspectives or opened up new avenues of inquiry?***

SEH: I have experience working with research groups that bring together people from different fields, and I'm currently involved in a project with a CBPR (Community Based Participatory Research) approach. Collaborating with various people across the Albuquerque community and with different connections to the research community has taught me to see things from different perspectives and to come up with new research approaches that I wouldn't have thought of otherwise. For example, what we think of as research in our field might look very different to someone from another discipline or outside of academia, and collaboration can be a space for exploring those differences and finding new opportunities for action. Also, collaborating with community members and non-academic people helps demystify research and bring it closer to action.

***NT: How have you balanced your research commitments with other responsibilities such as coursework, teaching, or professional development activities? Are there any strategies or time management techniques that have been particularly helpful for you?***

SEH: I'd be lying if I said I've achieved balance. I see the process as a constant learning experience, with moments of success and overwhelming stress. A couple of things have helped me; first, recognizing what is urgent and what is not. Sometimes different areas of your life require more attention and time, so strategizing what needs your focus and addressing it first is a good way to manage your time. Second, have a road map but be flexible. Talk to your advisor or mentor about short, mid, and long-term goals, knowing that life happens, and sometimes we need to adapt. It might be different for others, but I find it gratifying to achieve even the small goals I have set. Lastly, taking breaks and enjoying yourself both within and outside of academic pursuits is crucial. Sometimes professional development activities can shift the routine and feel refreshing, but again, taking breaks outside of academia is as important as working towards your academic goals.

***NT: What are your future career aspirations within academia or beyond? How do you envision leveraging your research expertise and skills in your future endeavors?***

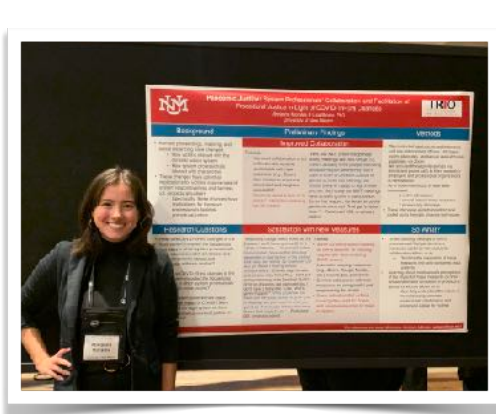
SEH: With my current research project, one goal is to make my findings accessible to the people I am working with and be more actively involved with this community. In the long term, I want to continue working in academic settings. I am very passionate about teaching, and I truly believe that the students in our classrooms are themselves the communities we work with. Because my research approach is about centering people's experiences as expert knowledge, it is important for me to bring that into the classroom.

***NT: Lastly, how has your experience in the sociology department at UNM contributed to your personal and professional growth? Are there any specific resources or opportunities that have been instrumental in your development as a sociologist?***

SEH: The department has contributed significantly to my personal and professional growth. I've explored ideas and perspectives, met fascinating people, and created a community with awesome individuals. I would say finding a mentor has been instrumental for me. Also, connecting with people who are further along the program or are recent graduates and seeking their valuable insights, as well as exploring available grants and fellowships, has greatly benefited my grad school journey. Furthermore, the university offers a range of resources for graduate students, including writing support, assistance for international students, and internal grants to support research endeavors, which I have taken advantage of.



# SOC & CRIM SNAPSHOTS





## GRADUATE ALUM SPOTLIGHT: Dr. Korey Tillman

***Our newsletter team sat down with the newly minted Dr. Korey Tillman to discuss, among the things, his research, new position, and advice for aspiring academics. Enjoy!***

*Newsletter Team (NT); Dr. Korey Tillman (KT)*

***NT: Congratulations on your tenure-track position! Can you tell us about your research area and the broader impact you hope to achieve through your work?***

KT: In my research, I examine how antiblackness and coloniality shape contemporary policing within and beyond the criminal legal system. In my dissertation, I study how Human is a not a universal category, and policing is used to manage the boundary between who is Human and who is not. I develop a concept called, *stops*, to analyze everyday moments of policing (such as homeless move-along orders, airport security checks, traffic stops, etc.) to show how policing facilitates a racial *and* Human hierarchy. I aim for my work to contribute to the broader prison abolition movement by providing organizers, laypersons, and intellectuals with an analysis of mundane forms of policing so we can then work to dismantle the U.S. criminal legal system and build towards a future based on care, not punishment.



***NT: What year did you earn your Ph.D. in sociology?***

KT: I earned my Ph.D. in Sociology May 2023, through the guidance of Ranita Ray, Georgiann Davis, Susila Gurusami, and Vilna Bashi. I had the greatest committee ever!

***NT: What attracted you to the position as an assistant professor in Northeastern University's School of Criminology and Criminal Justice and Africana Studies Program? How does it align with your long-term academic goals?***

KT: Great question! Someone from my field site connected me to a new professor in the Criminology department because of our research interests, and she encouraged me to apply. As a scholar who reads across Black studies, Sociology, Criminology, History, and other disciplines, I was looking for a place that could support me as I venture across disciplines in the pursuit of my research questions. Northeastern has a structure that supports interdisciplinary scholars like me, and most new faculty enter with joint appointments. Long-term, I aim to move beyond the U.S.—or even the nation-state as a focal point—and examine how policing is shaped by the historical and contemporary connections between empires and what that means for Black diasporic life. Through the support from both departments, and considering that Boston is an academic hub, I will have the opportunity and resources to move towards my long-term intellectual goals.

***NT: How do you plan to balance your research, teaching, and service responsibilities as a faculty member? Are there any specific strategies or approaches you will employ?***

KT: Honestly, I do not know 😊. I think we are trained to be students, so the transition to faculty is always a chaotic leap. But I tell everyone to get a postdoc if you can. I plan to use my postdoc to get my book proposal together, some articles in the pipeline, get an understanding of where the buildings are on campus, and ease into the transition before I must teach. My current plan after the postdoc is to protect my reading and writing time, as I was advised to do by a senior scholar at Northeastern. We are held accountable to our teaching and

service (we physically have to show up to class and committee meetings), but there is no one looking over your shoulder to make sure that you continue to read and write. So, I aim to center my reading, writing, and self-care, and let the rest of my commitments fall in line afterwards.

***NT: Are there any specific projects or collaborations you are excited to pursue?***

KT: I am currently in South Africa on a Fulbright, and I am building connections with scholars here across disciplines. I aim to examine apartheid-era pass laws (where your race determined where you could move in the country) to find out what imperial connections brought the laws to South Africa and where did they go. In addition, I look to examine how anti-Blackness and anti-Indigeneity intersect at the point of policing the movement of Black and nonwhite bodies then and now. I recently had a discussion with a scholar who specializes in South African land law as it relates to (dis)possession and segregation, and I am excited to work alongside other South African scholars on a project that will have transnational implications. Since arriving at UNM I have taught undergraduate/graduate classes on race, ethnicity, inequality, dynamics of prejudice (formerly known as dynamics of difference, power and discrimination), education, introduction to sociology, and intersectionality race-gender-class for social policy. I have also been invited to teach graduate courses on critical race theory and whiteness in the College of Education. I have also had the pleasure of serving on 87 doctoral/master committees and numerous independent studies. During 2022-2023, I had the privilege of chairing/co-chairing five completed dissertations—a department record for one academic year. I am elated to report that each of these newly minted PhDs in sociology are all students of color and the majority of whom grew up in households where no parent/guardian earned a four-year college degree. Each will continue their work as sociologists in a variety of academic positions, including tenure-track assistant professor, visiting professor or postdoctoral fellowships in a mix of public and private colleges/universities.



*Korey with Building Staff South Africa*



*Korey at God's Window - South Africa*

***NT: How do you envision integrating your research interests into your teaching? Are there any innovative teaching methods or pedagogical approaches you plan to incorporate?***

KT: When I was on the job market, I asked one senior scholar, who had several teaching awards, what his approach was to the classroom. He smiled at me and said, “love.” Therefore, my first order of business (after creating community agreements with the class) is to inform students that we might not agree with other or even like each other, but I am there to love on them and provide a space where we can be in community with each other as we engage on an intellectual journey for the semester. Methodologically, I plan to infuse social media, film, music, and other epistemic avenues into the classroom to make a connection with the material at hand. As for infusing my research, it depends. I plan to de-center myself and allow students to teach me as I teach them. Scholastic dialogue is always in flux, so if the conversation calls for me to share about my research, then I will. But I am looking forward to learning from students and generating ideas and new lines of inquiry together. There is no one size fits all for teaching, so my approach will shift over time as I gain more skills and best practices for the classroom.

***NT: Are there any interdisciplinary collaborations or initiatives at Northeastern University that you hope to contribute to or be a part of?***

KT: Northeastern has “Dialogues of Civilization” where you can hold class in various cities around the world. Hence, I plan to take a class to South Africa and connect with local scholars and organizers to provide students with a hands-on experience to understand the global impact of the material that we are studying.

***NT: Can you share any advice for aspiring academics who aim to secure a tenure-track position? What aspects should they focus on to increase their chances of success?***

KT: If one is trying to join the professoriate, I think the priorities in graduate school should be: 1) Publish (at least one article if you can or have in under review by the time you hit the market), 2) Grants/Fellowships (small wins lead to bigger wins), 3) Conferencing (pick the ones that make the most sense for you), and 4) Awards for Papers (which will be within your department and at conferences). Now, when you are on the job market, find a group of other scholars who are in the same position that will review your materials, provide feedback, and share what they learn. The job market is a wild ride, and it is best to do it with friends. But I think the best thing that anyone could do to secure a tenure-track position is to be kind, friendly, and to share. I give a lot and have received a lot more from just being kind to others. Academia is structured for ruthless competition and isolation, but that is a foolish approach. When you interview, in addition to solid research, departments want to know if you will be collegial since you will most likely be working with each other for years. Lastly, drop the imposture syndrome. There is no ideal type of what a successful scholar looks like, so we must embrace our fullest selves and believe in how dope we are. Many folks let imposter syndrome stop them from executing on the priorities above when the secret is, most people are winging it, at all stages.

***NT: How do you plan to engage with the wider academic community and contribute to your field beyond your research and teaching responsibilities?***

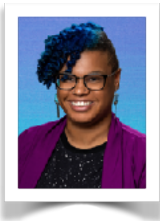
KT: Knowledge production starts with folks on the ground, and that is where it should end. That does not mean that everyone must become an organizer or even a scholar activist, but our aim as academics should be to better the lives of those we study/are in community with. In the Boston area, I plan to connect with prison abolitionists and contribute to the organizing effort in any capacity that I can. As for the wider academic community, I will continue to mentor and be mentored, go to conferences, share resources, review journal articles, and make sure to leave whatever space I enter better than how I found it. for in the Boston area and join the work that they have going on.



*Korey at Sandia Peak*



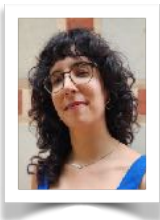
## WELCOME NEW GRAD STUDENTS!



**Christine Armstrong**, they/them

BA, Community Planning with a Minor in Youth Work, University of Massachusetts at Boston; Master of Education in Arts, Community, and Education with a Minor in Equity, Access, and Inclusion, Lesley University, Graduate School of Education

The research focus has always rested at the intersection of race, gender, equity, and inclusion. While in my master's degree, my seminal work was "The Color of Education: Higher Education and Collective Identity amongst Women of Color through the Lens of Socially Engaged Art." With the Ph.D., I hope to continue this research while also extending it to encompass Black Queer Studies and Queer Race Pedagogy



**Alicia Esquivel**, she/her

BA, Art History, University of Houston; MS, Information Science, University of Texas at Austin

My research interests are in the industrialization of food and labor. I want to study how the idea of "artisan" changes when the scale of production increases, specifically in bread making.



**Manette Fisher**, she/her

BA, Journalism, Utah State University

My research interests are broadly on the sociology of health and medicine and race and ethnicity, emphasizing sociology of the body and collective mental health.



**Brittany Huddleston**, she/her

BA, Psychology with a minor in Sociology, UNM

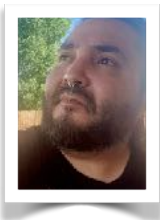
For my research interest, I want to examine how social stratification and public policies have contributed to increased suicide rates and mental illness in marginalized populations.



**Jaqueline Martinez**, she/her/ella

BA, University of Nevada-Reno

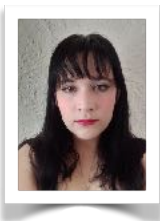
My research interests are broadly focused on the sociology of health involving the intersections of race and gender, more specifically how gender and ethnicity impact Mexican American women's perceptions and definitions of mental health.



**Aaron Naranjo**, he/him/his

BA, Northern New Mexico College; MA, NM Highlands

I am enjoying life as a professional student therefore, I have a broad range of interests. Some of my current interests in race and crime are inequalities in gender and race--political and class factionalism concerning vulnerable populations.



**Aida Elena Revilla**, she/her/hers

BA, Psychology and Honors Interdisciplinary Liberal Arts, UNM; MA, Sociology, The University of Chicago

My research looks at the use of traditional healing by immigrant communities in the United States. The healing power of culture and community.

# UNDERGRADUATE STUDENT SPOTLIGHT:

## Dominic Tafoya

*Our newsletter team sat down with Dominic Tafoya to discuss, among other things, his undergraduate experience at UNM thus far and his favorite things about Albuquerque. Enjoy!*

*Newsletter Team (NT); Dominic Tafoya (DT)*

***NT: What state do you call home?***

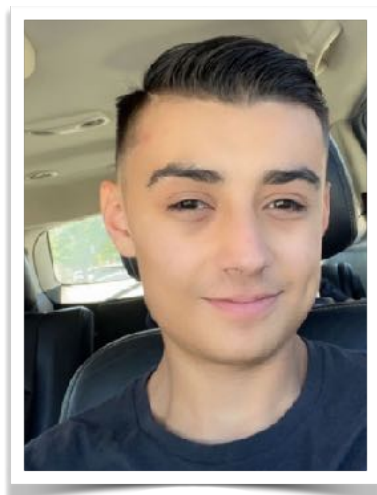
DT: New Mexico

***NT: What's your major and when do you plan on graduating?***

DT: Criminology. If everything goes well I should be graduated by May of 2024.

***NT: What motivated you to pursue your degree?***

DT: Several external factors like my family and books allowed me to venture into the vast world of criminology and it had me interested ever since I was a Junior in high school.



***NT: Could you share a memorable experience or project from your studies that had a significant impact on you?***

DT: A project that had a significant impact on me was when I was doing my research proposal for intro to research methods class. That project pushed me to my limits and in the end I was excited to do it because it allowed me to dive deep into criminological academia and come up with my own hypothesis and data about the social world around me. It motivated me to discover more about the social world around me and how I could contribute to the progress of criminology in the future.

***NT: Who is your favorite UNM instructor and why? How have they influenced your academic journey?***

DT: My favorite instructor at UNM is a hard topic to pick because there have been some excellent ones especially in the sociology/criminology department. If I had to choose, however, it would be Christopher Lyons. He has influenced my academic journey tenfold by being a great instructor that makes students a priority especially students new to the sociology/criminology department. He actively engages in class discussion to make our understanding about topics easier to synthesize and is always available to talk about things in between classes or when he is not lecturing. An honorable mention is Kiwoong Park. I had his sociological data analysis this semester and I highly recommend learning from him. His class is so much fun to be in and he makes sociological data analysis a lot less intimidating than it sounds.

***NT: What was your favorite class and why did it resonate with you?***

DT: My favorite class is sociology of deviance and it resonated with me because I loved to learn about how humans socialize in a way where certain things are acceptable in cultures, in public and other places shape our behaviors and how we classified some of those behaviors as crimes. This class was the first one I had when I was starting out my criminology coursework.

***NT: Could you share any research or internship opportunities that you have been involved in during your time as an undergraduate student?***

DT: I am planning on doing an internship with the New Mexico Corrections Department probation and parole division this fall. This will be my first internship and I am excited to learn a lot about this extension of the penal system.

***NT: How has being a part of UNM's Sociology & Criminology influenced your personal and intellectual growth?***

DT: Being a part of UNM's Sociology/Criminology department influenced my personal growth by making connections with my professors and learning more from them outside the classroom. They have given me resources and information that has allowed me to thrive in the college environment and I can't thank them enough for the effort they put into students like me. They have influenced my intellectual growth by making concepts easier to grasp through application of real-life events happening around us and allowing me to put our input makes the information absorb better in my mind.

***NT: What advice would you give to incoming undergraduate students who are interested in pursuing a degree in our department?***

DT: The only advice I would give for incoming graduate students who are interested in earning a degree from the sociology/criminology department of UNM is to take the time out of your day to get to know the faculty and you will be rewarded with resources, connections and bonds that will hopefully last throughout your undergraduate career and longer.

***NT: Are there any particular challenges or obstacles you faced during your undergraduate journey, and how did you overcome them?***

DT: I haven't had any huge obstacles that I couldn't put my mind to throughout my undergraduate journey. I thank the faculty for making my college experience one in which I struggle less and less.

***NT: What is one of your favorite things about the City of Albuquerque?***

DT: One of my favorite things about the city of Albuquerque is looking down at the city lights from the Sandia Crest.





## A CONVERSATION WITH DR. OWEN WHOOLEY

*Our newsletter team sat down with Dr. Owen Whooley to discuss, among other things, his new book project, how Albuquerque has shaped his research interests, and his favorite restaurant in town. Enjoy!*

*Newsletter Team (NT); Dr. Owen Whooley (OW)*

***NT: I've heard you're working on a new book. What's it on and what drew you to the topic?***

OW: My new book is a departure from my previous books, which were historical in nature. I've long been interested in psychiatry and mental health, particularly how psychiatric elites and leaders justify psychiatric expertise. But I began to realize that there's a chasm between what psychiatric elites talk about and the on-the-ground practice of treating serious mental illness (SMI). So post-tenure I decided to challenge myself a bit. I undertook an ethnographic project in which I observed local community mental health workers – psychiatrists, psychologists, social workers, case workers, etc. I wanted to get a sense of the texture of this work, specifically what it's like work in a failed system.

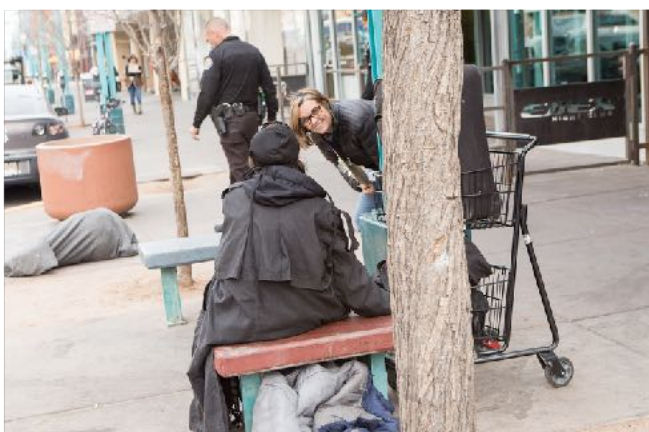


***NT: How did COVID-19 impact your research on this project?***

OW: Well, I'd be done with this book if it weren't for Covid. Covid basically set this project back two years. For a period, I couldn't access my field sites. I had one site back out altogether, saying "it's just all too much right now." And I understood; it was hard to ask community mental health workers to let me follow them around all day or to sit for an interview when they were scrambling to just stay afloat. But beyond the logistical challenges of conducting qualitative research during a pandemic, like many, I just found it hard to concentrate. I had two young kids learning from home, the daily news was bleak, and we were in this weird limbo of being both overstimulated by world events and utterly bored in our narrow daily routines. It was bewildering for me. I couldn't tap into the head space I needed to think deeply. You'd think having written a book on an epidemic – cholera in the 19<sup>th</sup> century – I'd have been better prepared!

***NT: How does this new project fit into your previous work? What were your earlier books on?***

OW: As I alluded to, my previous books have been historical analyses on how leaders in medical professions, like psychiatry, justify and defend their professional power. My second book, *On the Heels of Ignorance*, focused on how psychiatric elites have



maintain their professional authority despite persistence ignorance regarding the nature of mental illness. In many ways, my current project is an attempt to understand how those larger dynamics appear in the actual work of treating SMI.

***NT: How has living in Albuquerque shaped your research interests?***

OW: Having lived previously on the coasts, I'm embarrassed to say that I carried some arrogance toward "flyover country." This arrogance is evident throughout the discipline of sociology. Most of our famous urban ethnographies focus on just three cities – Chicago, New York and Los Angeles. As a result, these cities become the models of what we think of when we think of cities. But I've come to appreciate that most cities in the U.S. are of a size and character much closer to ABQ than NYC. This realization means that living here presented me with an analytic opportunity –to use ABQ as a site to explore larger challenges that U.S. cities have in caring for those diagnosed with SMI.

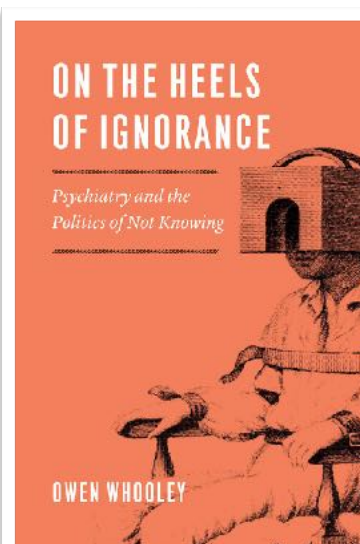
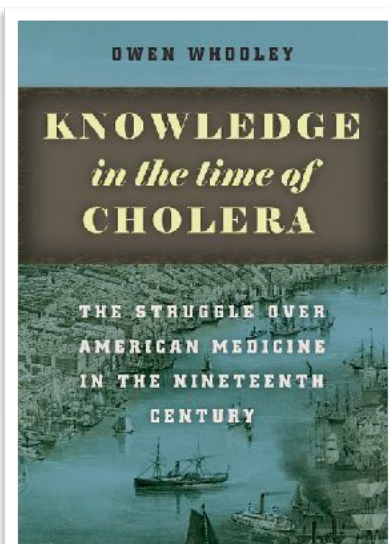
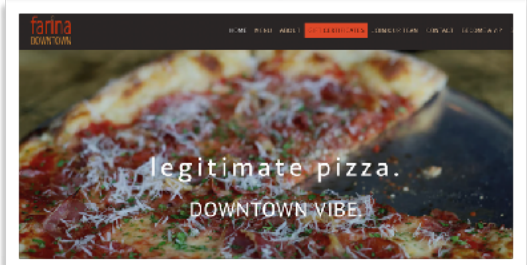


***NT: Speaking of Albuquerque, what's your favorite restaurant in town?***

OW: I'm a huge fan of Farina Pizza on Central.

***NT: When did you join our department and what are some of the courses you regularly teach?***

OW: I arrived here in 2012. For undergrads, I teach a general course in medical sociology and one on mental health called "The Sociology of Madness." I taught a course, The Sociology of Pandemics in the Fall of 2021, but I think everyone in that class, including myself, quickly realized that it was "too soon." I wouldn't say it was a disaster, but it was tough to study pandemics while living through one. Maybe I'll reboot it in a few years as we gain more distance. At the grad level, I teach contemporary theory and mental health.



***NT: Thanks for sitting down with me and answering my questions. I do have one last one. What is one thing readers would be surprised to know about you?***

OW: Hmmmm...Well, since I'm on my way to having written three books, readers might be surprised to know that I can't type for s\*\*t. I basically type with four fingers, looking at the keyboard. Probably shouldn't have screwed around during computer class in elementary school.

# Giving back, for generations to come

## *UNM Alum gifts endowed professorship in Sociology*

*By Elizabeth Dwyer*

*[This story first appeared in **UNM Newsroom**. We've reproduced it here in its entirety]*

The experience of where and how we learn shapes who we are and the work that we do. For Dr. Maxine Baca Zinn, her time spent studying at The University of New Mexico left an indelible mark.

“It’s been fifty years since I began my work,” says Baca Zinn, “it was at UNM that I became a sociologist.”

In 1970, Baca Zinn graduated from UNM with her MA in Sociology. She moved on to the University of Oregon to earn her PhD because UNM had no doctoral program in sociology. Now, 48 years later, Baca Zinn has given the **UNM Department of Sociology** a gift that will last for generations – their first endowed professorship.

“I always wanted to do something for UNM. I wanted to do something to give back what I had derived,” says Baca Zinn. “I just received so much support there. I learned how to teach and mentor in an engaged way.”

Rather than a traditional donation to the department, Baca Zinn opted for an endowed professorship because it enhances the overall area of study.

“It provides support in perpetuity for the work to be done,” says Baca Zinn.

That work allows the professor receiving the endowment to study, teach, research and give talks, all in an effort to advance the field of sociology with a focus on social inequalities. According to Baca Zinn, who spent the bulk of her career at Michigan State University and served as president of the Western Social Science Association, the UNM Department of Sociology already has a good reputation nationally for their work on social inequality.

Baca Zinn specialized in this field of study, and while the parameters of her gift state that “the faculty member chosen will focus on social inequality,” it’s up to the department to adjust that delineation as needed, depending on how the field of study shifts.

For example, sociologists used to examine the individual effects of economic, racial or gender inequality, but nowadays sociologists “tend not to study social inequalities separately,” says Baca Zinn, “but how they converge, which is called intersectionality.”

“Intersectional” is now a **feminist buzzword**, but there’s still a great deal of work to be done where intersectionality is concerned, and Baca Zinn was on the front lines of changing the way sociologists study social inequality.



Back in the eighties, Baca Zinn and other women of color banded together with white working class women to discuss and study the areas where the inequalities they experienced overlapped. This happened at a time when the work of feminists was rather singularly focused.

It's her hope that the professor chosen for the endowment will carry on in that vein and add to the quality work being done in the UNM Department of Sociology.

"To this day, I hope I did as well as my UNM professors," says Baca Zinn. "I still see them standing in front of me, I still hear their voices, fifty years later."



THE UNIVERSITY OF  
NEW MEXICO®

# GIVE TO UNM SOC & CRIM

donate today by clicking ***HERE!***

When you support The University of New Mexico, you are investing in the lives of students, the vibrancy of academic programs, pioneering research, and unparalleled patient care. All of which strengthen our communities and the state of New Mexico.

Your Gift > Billing > Review > Finish

### Choose a gift amount

Gift Amount: \* \$

DESIGNATIONS \*

Selected Designations ( <a href="#">edit</a> )		
NAME	AMOUNT	PERCENTAGE
<input checked="" type="checkbox"/> Department of Sociology Chairman's Fund (200133)	\$ <input type="text" value="100000"/>	<input type="text" value="100"/> %



THE UNIVERSITY OF  
NEW MEXICO®