

SPRING/ SUMMER 2020

FORUM

OFFICIAL NEWSLETTER OF THE MID-SOUTH
SOCIOLOGICAL ASSOCIATION, INC.



Mid-South Sociological Association, Inc.

Organizational Statement

The Mid-South Sociological Association, Inc. (MSSA, Inc.), founded in 1975, is a 501-C-(3) non-profit organization providing both professional support to, and a forum for sociologists who teach, conduct research and reside in the Mid-South region of the US. Through its publications, annual conference, academic support and collegial networks, MSSA, Inc. promotes the advancement of sociological research, the diffusion of knowledge, innovative service and teaching. From its inception, MSSA, Inc. has been and continues to be committed to mentoring and enabling the growth of the next generation of sociologists in the value of high-quality research and engagement, and ethical, professional service.



MSSA, Inc. Inclusion Statement

The Mid-South Sociological Association Inc. embraces diversity and promotes inclusion by recruiting, including, and valuing people of all races, genders and gender identities, sexualities, ethnicities, religions, economic and employment statuses, abilities, and other dimensions. The MSSA celebrates all expressions of diversity and identity and strives to provide an environment conducive to free expression of ideas without fear of judgment in any way. Moreover, the MSSA does not tolerate any action from any member or conference participant that encourages or promotes hatred and/or intolerance in any form. Further, to the extent that the Board determines that it is not detrimental to the best interests (financial and otherwise) of the association, the MSSA will use the economic power of the annual conferences and other activities to select locations and enter into agreements with businesses that have policies and practices that reflect the values of the MSSA.

THE MID-SOUTH SOCIOLOGICAL ASSOCIATION INC. STANDS IN SOLIDARITY:

The Mid-South Sociological Association Inc. (MSSA Inc.) is an organization representing the region which was at the heart of the Civil Rights movement. Recent events here in the mid-south and across the country, like the killing-by-police of Breonna Taylor, Tony McDade, and George Floyd, exemplify the continuing struggles against structural racism, white supremacy, and state violence. Fifty-five years after the march on Selma, Alabama and Bloody Sunday, peaceful protestors are still being assaulted, gassed, and maimed by a now militarized police force. MSSA Inc. unequivocally condemns the unjust use of force by police, the national guard, and the military, and the violent rhetoric which supports this behavior. We support and stand in solidarity with the movement for Black lives and the demonstrators who show support for Black lives and resistance to state violence nationally, in the mid-south, and particularly in the Middle Tennessee region where we are scheduled to hold our 46th annual conference this October. To that end, MSSA Inc. has made a monetary contribution to Black Lives Matter Nashville, our hosting city. We understand that these are difficult times outside of the social tumult, but we encourage our members to contribute what they can to organizations in Nashville and locally.

Nashville Organizations Accepting Donations:

Nashville NAACP
Black Lives Matter Nashville
Nashville Community Bail Fund
Gideon's Army

An introduction to this edition, the new editor, and an invitation to Nashville

Welcome to the Spring edition of Forum, the official bi-annual newsletter of the Mid-South Sociological Association, Inc.. First, a thank you is order to Dr. Tina Deshotels for her fine editorship the previous three years, and for providing a nice template to use moving forward. As the newly appointed editor, my vision is to stick with the general template provided, but certainly put my own spin on it. My mission, first and foremost, is to highlight the wonderful sociological work that individuals in our association and region are involved with and to further highlight the many things that make Mid-South a great organization to be involved in. For those happily involved, and those who are interested in becoming more involved, please make note of the dates of our next scheduled conference, to be held October 14 to 17, 2020, in beautiful Nashville, TN. We can't wait to see you all there.

For this particular issue, I would like to thank Drs. Earl Wright II, Anita Bledsoe-Gardner, and Willie Pearson for their thoughtful contributions to honor Dr. Thomas Calhoun, a trusted friend and mentor, and a valued member of the MSSA. It was a joy to read those memories and words, and I hope the piece adequately reflects how much he meant to you all and to everyone else. In addition, I want to thank Dr. Ashley Vancil-Leap for her brief introduction to service learning. Because excellent teaching is so important to so many of us, I am thankful Dr. Vancil-Leap was willing to provide an informed perspective on a valuable tool to meet student learning objectives. Thank you to Dr. Jalal Uddin for his willingness to share his work! And, for contributing what is unfortunately a very timely piece, thank you to Dr. Pat Gleich for her piece on dealing with the novel Coronavirus with students. Thank you as well to Dr. Melencia Johnson for her statement from the Committee on Racial and Ethnic Minorities.

Very few of us like the bland and boring, which is probably why we enjoy Mid-South! With this in mind, do know I aim to keep this newsletter far from boring, and I hope you help me in reaching that goal. I welcome any ideas or topics that we can include in the newsletter, and I will do my best to get them all in at some point. If you have any ideas, please send them my way via email at ajt277@msstate.edu. I look forward to 3 years of a strong Forum!



What's in this edition?

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From the Desk of the President

JESSICA ABBOTT, PHD

Let me start by first communicating what an honor it is to serve as President of the Mid-South Sociological Association, Inc. The MSSA is a truly remarkable organization, and I am humbled to be a part of it. Next, I would like to briefly talk about the Mid-South region and its uniqueness and challenges. I was born and raised in Tennessee, the heart of the Mid-South region (or at least it is, in my opinion). I never fully appreciated the region until I moved away from it. I have spent most of my adult life in other areas of the country, and though I am immensely happy at my current residence in the American Southwest, Tennessee, and the Mid-South as a whole, will always be "home."

Several years ago, when I was living in Western Pennsylvania, I started my own little tradition where I would listen to Grateful Dead's (or a live version by Phil Lesh and Friends) "Tennessee Jed" at least once a day in the weeks leading up to a visit home. It was at that time that I realized the Mid-South is truly exceptional in terms of its varied landscapes, rich cultures, and friendly people. Despite these riches, however, the region (and those of us who call it "home") must also confront its darker side, including institutionalized and systemic racism, high rates of poverty, and other types of disadvantage and oppression. Like many other regions in the United States, the Mid-South contains paradoxes—it is beautiful and bountiful, but it also faces challenges. An organization like the MSSA is in a unique position to address these, and through the work of our many distinguished teachers and scholars, we have contributed throughout the years to this collective effort.



I would like to turn to this year's conference which will be held either virtually or in a hybrid fashion with attendees having the option to present their papers online or in Nashville, Tennessee. By now, you have most likely heard about the devastating weather that hit the city a few months ago. Tornadoes tore through the area, people were displaced, and lives were lost. Although our meeting is not until October, we know there will be individuals in need of recovery assistance. The MSSA is working to establish a connection with a local aid agency to provide an opportunity for conference attendees to contribute to the reconstruction and resupply effort, and further details are forthcoming. Additionally, we will provide an option for you to participate in recovery efforts if we have a virtual conference or if you choose to present virtually in the case of a hybrid conference.

Continued on next page...

From the desk of the President, continued

If you choose to come to Nashville, I would like to take a moment to speak highly of the city. Nashville has become a true world-class city, and as such, provides a world of opportunity for dining and drink, entertainment, and nightlife. I am extremely excited about our plans to hold the 2020 conference in Nashville, and even more about our conference venue, the Millennium Maxwell House Hotel. The hotel offers breathtaking views of the Nashville skyline (just wait until you see where the Awards Banquet will be held!), and offers complimentary shuttles to downtown Nashville, which is less than ten minutes driving distance. The Millennium Maxwell House Hotel also offers plenty of entertainment and amenities on site, such as free live music seven days a week, fine dining, delicious drinks, and a gift shop. In addition, some food and beverages are included with your registration fees. Whether you want to go out and about in Nashville or stay a few steps from your hotel room, there are plenty of choices to please all! Of course, in the case of a hybrid conference, I am happy to provide virtual tours of the facilities and maybe even downtown Nashville!

Our conference theme, “Post-Fact Society: Sociological Solutions for the War on Truth,” is incredibly relevant right now, and I am certain that related sessions will be insightful, and perhaps may even provide blueprints for action during and after our upcoming election cycle. Our Plenary Speaker, Dr. James Loewen, is very highly regarded among sociologists and lay people alike, and is sure to deliver a thought-provoking talk. In addition, we have several sessions related to the COVID-19 pandemic that are certain to be interesting.

Once again, allow me to express how completely honored I am to serve as President of the Mid-South Sociological Association, Inc., and am grateful to the membership for allowing me this opportunity. I hope to see you all in Nashville this October!



From the Chair of the Committee on Racial and Ethnic Minorities

MELENCIA JOHNSON, PHD

The mission of the Mid-South Sociological Association Inc.'s Committee on Racial and Ethnic Minorities (CREM) is to increase the presence of and foster the success of faculty and students of color. This committee was created to ensure that Black faculty have a place to gather, caucus, and ensure our opinions are heard and shared. We live and/or recognize the systemic injustices that are a result of white supremacy and systemic racism. CREM is primarily made up of Black, Latinx, and people of color whose professional and community work spans the sociological spectrum. We also welcome allies who research and unpack the realities of racial inequality, racism and the effects of white supremacy within society and the academy.



The members of CREM are doing our part to dismantle racist systems – some through our very existence, some through our research, others through our pedagogy, and still others, through influencing and changing policy. The committee was integral in prompting MSSA Inc. to publish an Inclusion Statement and to pledge to abide by its standards going forward. The committee encourages and nominates our members to run for MSSA Inc. executive officer and committee chair positions. The committee provides a travel scholarship to undergraduate students and faculty of color and students and faculty connected to Historically Black Colleges or Universities, Hispanic Serving Institutions, or Tribal Colleges and Universities. The committee also reaches out each year to Minority Serving Institutions in our member states to invite them to present at and attend the annual conference. At our annual conference, the committee provides space in person and through our newsletter for members and interested parties to gather and discuss the future of MSSA Inc., celebrate our accomplishments, and form personal and professional relationships. The Committee on Racial and Ethnic Minorities will continue support the work of our members and welcome those who are interested in tearing down the walls of injustice.

Introducing selected members of the MSSA, Inc. executive board

Last year, I was thankful for the opportunity to serve on the executive board of MSSA, Inc. as the Chair of Nominations. It was my first glimpse at all the work that happens behind the scenes to make sure our annual conference is successful and well organized. After witnessing that first-hand, I'd like to take a bit of space to make sure all the executive board members are known and receive some recognition for working hard to keep us running. In this edition, we highlight Tina Deshotels, Lauren Norman, and Melencia Johnson.

Tina Deshotels: President Elect and Program Chair

My name is Tina Deshotels. I am excited for the opportunity to serve as your President-elect. In this capacity I am working to organize the 46th Annual MSSA, Inc. meeting in Nashville, TN (October 14-17). I will be reaching out to you to help me build on our previous successes and push our organization to even greater heights. In addition to serving MSSA, Inc, I maintain an active research, teaching and service agenda that focuses on gender, deviance and theory. Dr. Craig Forsyth and I are currently under contract with Routledge (UK) to publish our manuscript "Gendered Power and Exotic Dance: a Multi-level Analysis". I look forward to our meetings each year and value hearing the contributions you all make to our discipline and communities. Let's keep it going and see you in Nashville!

Lauren Norman: Vice President Elect

Hello everyone! I'm Lauren Norman and I am excited to be serving as the Vice-President Elect of the MSSA. Currently I am an Assistant Professor at the University of North Carolina Pembroke in the Department of Sociology and Criminal Justice. My research focuses primarily on substance use and misuse among undergraduates and adolescents. I am very excited to back in the beautiful state of Tennessee for our next annual meeting and look forward to seeing you all!

Melencia Johnson: Chair of the Committee on Racial and Ethnic Minorities

Hello all. I'm Melencia Johnson and I serve as the chair of the Committee on Racial and Ethnic Minorities. A graduate of Norfolk State University (B.A. Sociology) and Southern Illinois University (M.A Sociology and Women and Gender Studies; Ph.D. Sociology and Criminology), I am currently an associate professor of Sociology at the University of South Carolina Aiken, in Aiken, South Carolina. It has been my pleasure to serve as chair of CREM for two terms. During my time as chair we have accomplished several tasks including changing the name of the committee and creating three subcommittees: Outreach, Newsletter- Nuances, and Travel Scholarship. I am excited to see all of you at MSSA this year and especially grateful for the dedicated members who support the Committee on Racial and Ethnic Minorities. Please consider donating to our annual Travel Scholarship which provides assistance to undergraduate students, graduate students, and faculty of color or whom are employed at minority serving institutions.

Call for Papers and Posters



In light of the developments regarding COVID-19, and the death at the hands of police of Breonna Taylor, Tony McDade, and George Floyd, and countless other Black people whose names we do not know, which exemplify the continuing struggles against white supremacy and state violence, I'd like to first say that the MSSA Inc. executive board is thinking about all those deeply affected in the U.S. and around the globe. The well-being of our members is our top priority.

Regarding the ongoing and evolving COVID-19 situation, we have carefully considered our options as we closely monitor the evolving impact and have decided to move forward with a hybrid or virtual meeting on October 14-17, 2020. We are currently in communication with our hotel contract negotiator and will let everyone know as soon as possible if it will be hybrid or virtual.

You will have a robust team for technical support. During your session, we will provide a technology support person that will set things up for you, help with transition between presenters if needed, and troubleshoot in order to provide a smooth virtual or hybrid experience. The technology support committee will be in touch with you to offer training materials to all participants.

The early deadline for submissions is July 25, 2020.

It is apparent that sociology generally and MSSA Inc. is positioned to offer analysis and support that addresses the connections between structural violence and racial oppression. Your work is more important than ever in efforts to dismantle the systemic and structural barriers that have allowed these horrors to persist. I thank you for your continuing dedication to MSSA Inc., especially during these uncertain and deeply troubling times.

If you have any questions/concerns and/or suggestions please contact me, MSSA Inc. President-Elect and Program Chair, at tdeshotels@jsu.edu

Call for papers, continued...

We have an especially intriguing lineup of proposed sessions for this year's conference. Given this year's theme, as well as recent events, we are offering a range of particularly timely sessions as well as the classics. Below is a list of the themes we have planned and a summary for those that are not as self-explanatory. For each theme, there will be multiple sessions available. We encourage you to visit our website for the complete list and to submit to the most appropriate session!



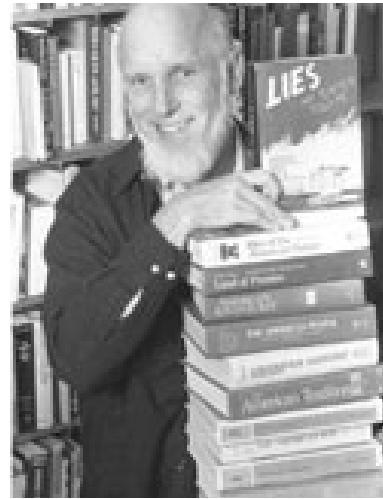
Theme	Summary
Current Events	State Violence, COVID-19 and sociology, the new 'normal', and the role race has played in historical and recent collective action
Post Fact Society	Diversity in higher education, Misinformation, Media and Culture, Fake News, the war on truth
Special Sessions	Remembering Dr. Tom Calhoun, MSSA history, poster session, undergraduate and graduate paper competitions
Aging and the Life Course	Gerontology
Animals and Society	
Collective Behavior and Social Movements	Collective identity in social movements, relational ties, social movements and politics
Comparative/Historical Sociology	Comparative / Historical Studies
Crime/Law and Deviance	Criminology, deviance, cyber-intelligence, homicide studies, human trafficking, police brutality, substance use, victimology
Disability in Society	Sociology of Disabilities
Environmental and Disasters Studies	Sociology of disasters, environmental justice
Family	Family and Health
Immigration	Immigration, immigrant identities and communities, undocumented youth
Inequality, Poverty and Mobility	Housing and inequality
Medical Sociology	
Methodology	Big data, qualitative methods, researching unpopular topics
Peace, War and Social Conflict	Restorative justice, conflict resolution, unification in the age of intersectionality and globalization
Political Sociology	Power and authority, politics of branding and branding of politics
Race and Ethnicity	
Sociology of Religion	Religion and society, deviance and religious cults
Sociology of Culture	Social media, pop culture, leisure, sociology of sport
Science, Knowledge and Technology	Artificial intelligence, digital sociology, science and technology, visual sociology
Sociology Practice and Public Sociology	Engaging the public, social policy, public opinion
Sociology of Education	
Sociology of Emotions	
Sociology of Sex and Gender	Gender and sport, gendered violence, sociology of gender
Sociology of Sexualities	LGBTQ+ health, experiences, teaching LGBTQ+ studies
Teaching and Learning in Sociology	Academic freedom, adult learners, service learning, teaching sociology, intersectionality in higher ed
Theory	Critical, contemporary, social psychology
Professional Development	Graduate student teaching, administration in higher ed, getting undergrads involved in research, the academic job market, service learning, publishing, technology

Full session list available at
<http://www.midsouthsoc.org/>

Dr. James Loewen to deliver 2020 MSSA Keynote Address

October 16, 2020; 4:00 to 5:15pm

*Dr. Loewen is the author of
the popular book Lies My
Teacher Told Me*



Dr. Loewen taught race relations for twenty years at the University of Vermont. Previously he taught at predominantly black Tougaloo College in Mississippi. He now lives in Washington, D.C., continuing his research on how Americans remember their past. *Lies Across America: What Our Historic Sites Get Wrong* came out in 1999. The Gustavus Myers Foundation named his book, *Sundown Towns*, a "Distinguished Book of 2005." In 2010, Teachers College Press brought out *Teaching What Really Happened*, intended to give K-12 teachers (and prospective teachers) solutions to the problems pointed out in Loewen's earlier works.

As the Sesquicentennial of the Civil War approached, Loewen asked thousands of K-12 teachers in workshops and audiences about its cause(s). Depressed at their replies, he recruited a co-editor and published *The Confederate and Neo-Confederate Reader* (University Press of Mississippi, 2010), which sets the record straight in Confederates' own words.

His other books include *Mississippi: Conflict and Change* (co authored), which won the Lillian Smith Award for Best Southern Nonfiction but was rejected for public school text use by the State of Mississippi, leading to the path breaking First Amendment lawsuit, *Loewen et al. v. Turnipseed, et al.* He also wrote *The Mississippi Chinese: Between Black and White*, *Social Science in the Courtroom*, and *Lies My Teacher Told Me About Christopher Columbus*.

He has been an expert witness in more than 50 civil rights, voting rights, and employment cases. His awards include the First Annual Spivack Award of the American Sociological Association for "sociological research applied to the field of intergroup relations," the American Book Award (for *Lies My Teacher Told Me*), and the Oliver Cromwell Cox Award for Distinguished Anti-Racist Scholarship. He is also Distinguished Lecturer for the Organization of American Historians and Visiting Professor of Sociology at Catholic University in Washington, DC. In 2012 the American Sociological Association gave Loewen its Cox-Johnson-Frazier Award, for "scholarship in service to social justice." Also in 2012, the National Council for the Social Studies gave Loewen its "Spirit of America" Award, previously won by, inter alia, Jimmy Carter, Rosa Parks, and Mr. Rogers. This information is from Dr. Loewen's website. To learn more visit:

<https://sundown.tougaloo.edu/>

Remembering Dr. Thomas Calhoun

WRITTEN BY ANDREW TATCH

The toughest of assignments for this edition's newsletter is a tribute to Dr. Thomas Calhoun, a long tenured professor, teacher, researcher, and friend—and someone who played a crucial and prominent role in the Mid-South Sociological Association, Inc. across multiple decades.



Dr. Calhoun received his PhD from the University of Kentucky in 1988 before serving in numerous academic appointments at Ohio University, University of Nebraska-Lincoln, Southern Illinois University-Carbondale, and lastly as a professor of sociology and Interim Associate Dean at Jackson State University. Dr. Calhoun was a prolific scholar, well known for his work on deviance, juvenile delinquency, racial and ethnic relations, and qualitative methods. Dr. Calhoun authored, co-authored, or edited 14 books pertaining to deviance and juvenile delinquency, 13 book chapters, and nearly 30 scholarly articles, many of which were reprinted in larger collections. In addition to this large body of research, Dr. Calhoun was also commonly recognized for his excellence in teaching, collecting multiple awards at the University of Nebraska and Ohio University. Dr. Calhoun was awarded the A Wade Smith Award for Teaching, Mentorship, and Service from the Association of Black Sociologists in 2005 and the Aida Tomeh Distinguished Service Award from the North Central Sociological Association in 2006. Dr. Calhoun served in numerous leadership capacities for a range of organizations, including president of the Association of Black Sociologists (2013), the Mid-South Sociological Association (2005), the North Central Sociological Association (2002), and the Association of Social and Behavioral Scientists (2000). Despite his vast contributions to the field of sociology and criminology, the stories I have collected from colleagues indicate his legacy extends far beyond those scholarly contributions. In between all the writing, research, teaching, and service, Dr. Calhoun made a tremendous impact on his colleagues and other individuals he interacted with, serving as mentor, confidant, motivator, and perhaps most importantly—friend.

Remembering Dr. Thomas Calhoun, continued...

At the 2019 MSSA, Inc. meeting in Jackson, Dr. Earl Wright II gave an emotional tribute to Dr. Calhoun. As someone who clearly had a close and powerful relationship with Dr. Calhoun, I asked Dr. Wright II for the names of several individuals who would be best suited to speak to the legacy of Dr. Calhoun. I sent a series of questions to each individual, with hopes of synthesizing and presenting a coherent image of who Dr. Calhoun was. In the qualitative tradition from which Dr. Calhoun was so well known, several key overarching themes emerged from these narratives. First and foremost, Dr. Calhoun was a trusted and dear friend to so many people. Dr. Willie Pearson shared that Dr. Calhoun “was genuine—not pretentious. He was the embodiment of a friend and confidant.” Dr. Earl Wright II recalled Dr. Calhoun’s generosity during their shared time at the University of Nebraska: “As a grad student with limited funds and often with little food to eat, he often invited me to his home for dinner. Over the past 23 years we became as close as family. I knew his family members and he knew my immediate family members well.”

Despite serving in numerous leadership roles within the Mid-South Sociological Association, Inc. including president, his legacy and most important role is arguably as ‘unofficial MSSA mentor.’ So many of the narratives I received touched upon Dr. Calhoun’s selflessness with his time and his desire and willingness to mentor junior scholars and bestow valuable advice on navigating academia to anyone interested, particularly undergraduate and graduate students. One of the things I really appreciated most that I learned about Dr. Calhoun was the humility with which he mentored and helped his colleagues. As did others, Dr. Anita Bledsoe-Gardner talked about just how kind and supportive Dr. Calhoun was. Dr. Calhoun had high expectations for his students and colleagues, and was quite direct about these high expectations. These high expectations were also discussed by Dr. Wright in a response which also speaks to the high expectations and dedication that Dr. Calhoun had to his own craft. Dr. Wright, convinced he and Dr. Calhoun had developed a strong bond which would allow him to receive a strong grade despite putting in ‘half of the work’, was surprised when Dr. Calhoun informed him he was on the verge of failing his course. Yet, Dr. Calhoun pushed him, extending a unique invitation to press on, telling Dr. Wright II “If you are serious about getting the PhD then I expect to see you at my doorstep at 4:30am and we will work on our separate projects together. He later told me he was surprised I accepted his invitation and, in fact, showed up at 4:30am with an arm full of books. It was at that point that we added friend to our mentor relationship.”

Remembering Dr. Thomas Calhoun, continued...

Dr. Calhoun was generous with encouragement when needed, but also direct and more candid when needed. Dr. Calhoun was often on the frontlines of tearing down barriers for marginalized or inexperienced scholars. Stated by Dr. Bledsoe-Gardner, 'He embraced those who lacked professional exposure and provided avenues for them to have such exposure.' Common in the narratives was the fact that Dr. Calhoun was a champion for the underdog, and often provided 'silent' assistance behind the scenes that others often knew little or nothing about. Shared by Earl Wright II as something that stuck out about Dr. Calhoun was that despite the fact he had a national reputation as a prestigious scholar, he spent countless hours mentoring and helping others—especially graduate and undergraduate students. In mentoring students, Dr. Calhoun gave his students the space to explore their own crazy ideas, as long as their arguments and methods were sound.

Unrelated, and certainly from a more nonacademic perspective, Dr. Calhoun had what was described as 'impeccable' taste in drinks, and several friends mentioned their favorite and lasting memories with Dr. Calhoun were simple, casual conversations over a glass of red wine.

I recall only several interactions with Dr. Calhoun at my first few meetings at Mid-South. What stands out to me was a session I attended where Dr. Calhoun was one of the panelists on a session on publishing in academia. It was his demeanor that I remember so strongly. Dr. Calhoun sat in front of small session relaxed, calm, and collected, and spoke candidly and directly with tips and tricks of getting our work published - an important topic for graduate students especially. It wasn't the message I remembered, but rather how it was delivered. He spoke softly and confidently from his years of experience. He was welcoming, obviously wanting and willing to share and give back to the next wave of Mid-South scholars. This lasting memory parallels the narratives collected from those who knew him best. His work was never about him; rather, Dr. Calhoun worked tirelessly, and often behind the scenes, to ensure that those around him were challenged, supported, and had the tools and mentorship to achieve more than they thought possible. We will all miss his strong presence in the discipline and Mid-South Sociological Association, Inc.

Remembering Dr. Marc Riedel

WRITTEN BY JOHN BOULAHANIS

Dr. Marc Riedel, 80, a resident of Walker, Louisiana, passed away on December 11, 2019.



Marc was an active researcher and teacher in the field of criminology who mentored numerous students. He completed his doctoral studies at the University of Pennsylvania in 1972, under the tutelage of Dr. Marvin Wolfgang, a pioneering researcher of homicide studies. Upon completing his degree, Marc taught at Southern Illinois University, earning the title of Full Professor, and Southeastern Louisiana University, before retiring from the latter in 2015 as Professor Emeritus.

Marc wrote extensively on violence, homicide and the death penalty. His research on racial discrimination and the death penalty was cited in the U.S. Supreme Court case *Gregg v. Georgia* (1976), which set various guidelines in imposing capital punishment. His most recent textbook, *Criminal violence: Patterns, Explanations and Interventions*, is in its fourth edition. In 1985, Marc was awarded the Herbert A. Bloch award for outstanding service to the society and the profession by the American Society of Criminology (ASC). In 2013, his research was recognized by Southeastern Louisiana University for the College of Arts, Humanities and Social Sciences Award for Excellence in Research.

In addition to being active in ASC, Marc was also active in the Mid-South Sociological Association. Just like Jerry Salomone recruited me in the early 2000s, I too recruited Marc shortly after his arrival at Southeastern Louisiana University in 2004. After attending his first Mid-South Association Conference in Atlanta, he was hooked. He looked forward to the annual conference, citing that everyone in the organization was so welcoming and collegial. He presented research on homicide clearance rates and violence in general.

Marc was born July 11, 1939 in Tipton, Kansas. Marc is survived by wife Patricia Vickers Moore Riedel, mother of his children Sharon Lawrenz Riedel, son Brian Riedel (Lynne), son Eric Riedel, brother Michael Jr. Riedel (Jenette), and grandchildren Evan Riedel, Julius Riedel, Erika Riedel, Felix Riedel, and Claire Riedel. He is preceded in death by sisters Alice Havel (nee Riedel) and Laurine Kreipe (nee Riedel) and parents Michael and Anna Riedel.

Visitation and burial services took place Monday, December 16th, at Resthaven Gardens of Memory and Funeral Home at 11817 Jefferson Highway in Baton Rouge. Burial followed at Resthaven Gardens of Memory.



A student-centered response to the realities of COVID-19

WRITTEN BY PAT GLEICH, PHD

Dr. Patricia Gleich is currently vice president of Mid-South Sociological Association, Inc. (MSSA), and teaches Sociology at the University of West Florida.

Like many of us, I have been receiving daily, sometimes hourly communications from my academic dean as our university responds to the serious but undefined and shifting threat of COVID-19. We, as adults and academicians, struggle to adapt our lives and our teaching methods to what may be an unprecedented time in modern society. I know from colleagues at my university and professional groups and forums for sociologists, this is a difficult time. Many are people are unhappily dealing with the technical dimensions of forced online teaching - some that are unfamiliar, uncomfortable and may seem unnerving. Objections to the shift to online format, doubts about the efficacy of online instruction, and philosophical discussions about what brought us to this point in time are more common than a pragmatist like me would have expected.

At the same time I am hearing the complaints, I am getting very real distress emails from my students. And so I urge colleagues, even as you have your own experiences with this situation, please consider how absolutely daunting this time may be for some of your students

Perhaps my students are atypical, but my classrooms are populated by many students who are out of state, international and also with local students who are the first in their family to attend college. These groups of students have uniquely different needs right now as campuses close. Some of my students literally do not have the resources to return to their primary home and if those homes are located in areas with substantial COVID-19 cases already recorded, they do not know if traveling there is even a good idea. My international students, worried about their families around the world, cannot travel because of bans that have been imposed, and feel completely stranded.

A student-centered response to the realities of COVID-19, continued...

The group of students I worry about suffering lasting damage are the students for whom college is a new experience in their families. What is happening now is very disruptive. I literally have students who plan to live in their cars because they are being forced to leave their dormitories for what is initially expected to be a period of 2 weeks – but given the uncertainty of the spread of the virus makes this a rather soft prediction rather than a firm plan.

Many of these same students are seeing jobs (at restaurants, retail establishments and in tourism disappear so they are wondering how they will eat when university meal cards are worthless. And, any of my students, though they are largely low risk groups unless they are immune compromised, could become ill. What resources are here for them now, and importantly, will they be able to surmount this crisis and continue their academic trajectory?

Going to my pragmatic side and ignoring pedagogical considerations for the moment, I would suggest the following during this time.

(1) Support and practice social distancing. Community sequestration and distancing is a public health practice that has been around for centuries; before industrialization it was the way people lived. Regardless of the hardship, it is what must be done now to mitigate a human tragedy in the US. How our country got to this place is less important than what needs to be done going forward. We can assign blame later, if we must.

(2) If you are new to online teaching, keep assignments simple. Student's lives have been disrupted – quite possibly more than ours. They may or may not have good and extended access to the internet (According to the FCC “approximately 19 million Americans—6 percent of the population—still lack access to fixed broadband service at threshold speeds. In rural areas, nearly one-fourth of the population —14.5 million people—lack access to this service.”) Some students have lost jobs so may not have access even if available.

(3) Be flexible. I have heard no one with any scientific knowledge predict the duration of this crisis. A university closing for 2 weeks may well find that this time must be extended. I have been teaching online for many years and typically construct work in modules and due at the end of the week, but I am extending deadlines on my work to accommodate students who need additional time now.

(4) Be there. We cannot solve the many of issues frustrating students, but, we can listen or read and respond to the emails of students who need to know that we are aware of the disruption in their lives and that we will not rigidly multiply those troubles by acting as though everything is as it was 6 months ago. If we can support and reassure students that eventually classes and their college experience with resume (though possibly in a slightly altered environment) we may be able to prevent a drop in enrollment for the future.

Stanford Lyman Memorial Scholarship (\$1,000)

Deadline is September 15,
2020

To be eligible for the Stanford Lyman Memorial Scholarship, you must be a Ph.D. candidate working on a dissertation in sociological theory, symbolic interaction, race relations, law, or ethics AND must be receiving the degree from an institution within the MSSA member states or from an institution which has active MSSA student/faculty memberships.

- Each application should include the following:
- Letter of introduction which includes a brief discussion of how the applicant's work reflects Stanford Lyman's tradition within sociology
- Description of dissertation research project, such as a research proposal – approx. 5 pages
- Letter of support from the applicant's dissertation committee chair which evaluates the dissertation project
- Timetable for completion of the dissertation and degree
- Current vitae



Applications may be sent electronically to the scholarship coordinator at the following address:

Dr. Raymond Barranco,
RBarranco@soc.msstate.edu, Chair
of the Stanford Lyman Scholarship
Committee The scholarship will be
announced at the Annual MSSA
Conference banquet, but the
committee does reserve the right not
to award the scholarship in any given
year.

Stanford M. Lyman Distinguished Book Award

DEADLINE: SEPTEMBER 1, 2020

This award was established in memory of Stan Lyman in order to honor MSSA. Inc. members whose recently published work makes a significant contribution to the field of sociology. Please consider nominating one of your colleagues for this prestigious award. Keep in mind the following:

- The book must be an original work (and can be sole authored or co-authored)
- The work must have been published within the last three calendar years (during 2017 or since)
- Textbooks and edited editions are not eligible
- The nominated book will be evaluated by the committee based on its sociological relevance, the extent to which it enhances the scholarship or 'body' of knowledge within the discipline and the inclusion of voices, standpoint and perspective that have often not been heard.



*The following needs to be
included in your
nomination:*

- The complete citation for the book (author/s, date published, title, publisher)
- Author/s contact information (email, affiliation, phone number if possible)
- Publisher contact information (e.g., contact person, phone number, email and ISBN)
- A brief description of the book and how it addresses the points on which the committee will evaluate it

Nomination information, as outlined above, should be sent (via email) to the Committee Chair: Dr. Andrea Hunt at ahunt3@una.edu



2020 Graduate Student "Paper of Distinction" Award and Graduate Student Paper Session

DEADLINE: SEPTEMBER 15, 2020

The Mid-South Sociological Association, Inc. has opened the Graduate Student Paper Session of the 2020 annual conference, and, invites graduate students to submit papers and to consider participation in the Paper of Distinction Award Competition, as well.

Both the session and competition are open to graduate students whether or not they are current members of the Mid-South Sociological Association, Inc. and whose research reflects the highest level of originality and significant potential for contribution to the discipline of sociology. Students presenting papers in the session may opt out of consideration for the Paper of Distinction Award if they wish or if their research does not meet criteria for student only research, and still present a paper in the Graduate Student Paper Session.

Students wishing to participate in the Graduate Student Paper Session are required to submit an abstract of their paper. Student's competing for the Paper of Distinction Award must submit their completed paper to be evaluated by a committee of teaching faculty members of the Mid-South Sociological Association, Inc.

Those graduate students whose papers are eligible for the Paper of Distinction Award will compete for a certificate of merit and prize of \$50. The author(s) of the paper selected as the Paper of Distinction, must participate in and present their paper at the 46th Annual MSSA Conference of the Mid-South Sociological Association Inc. in Nashville, TN – October 14-17, 2020.

Continued on next page

2020 Graduate Student "Paper of Distinction" Award and Graduate Student Paper Session

Rules for the Graduate Student Paper Session

Students interested in participating in this session should submit an abstract of their research to MSSA, Inc. Vice President Dr. Patricia Gleich (pgleich1@uwf.edu). Students will be grouped in a session with other graduate student presenters. Students presenting in this session will receive feedback from the Graduate Student Paper Committee.

Rules for the Paper of Distinction Award Process

Papers may be submitted directly by the graduate student or nominated by faculty, accompanied by a cover letter requesting consideration for the Graduate Student Paper of Distinction Award and assuring that the paper will be completed by September 15, in order to be reviewed by the committee. The letter must include the title of the paper, author(s) of the paper, the school affiliation, telephone number, and email address of the author(s).

The maximum length of an eligible paper shall be 25 double-spaced pages of text, not counting abstract, references, tables, and figures. Papers may be co-authored with a maximum of three graduate student authors and may not include faculty.

Papers must not have been submitted for publication prior to submission for this competition.

Papers submitted for the award will be evaluated by a committee of academic scholars and members of Mid-South Sociological Association Inc. Evaluation will be based on originality and contribution or potential contribution to the discipline, and scored on the following elements:

- ☐ Thesis Statement/Main Idea/Research Question
- ☐ Sociological Theory Foundation
- ☐ Organizational Structure and Coherence
- ☐ Literature Review
- ☐ Research Methods (as appropriate)
- ☐ Trustworthiness
- ☐ Use of Relevant Evidence
- ☐ Findings
- ☐ Citations
- ☐ Technical writing

Abstracts and papers should be submitted as a Word or PDF document by email to: MSSA Vice President Dr. Patricia Gleich (pgleich1@uwf.edu).

If you have any questions regarding the competition, please feel free to contact Dr. Gleich at the email address above.

Students are strongly encouraged to seek faculty guidance prior to submission of papers. It is the responsibility of the submitter to provide a paper that is readable, in one of the formats noted above.

2020 Undergraduate Student Paper Competition

DEADLINE: SEPTEMBER 15, 2020



The Mid-South Sociological Association, Inc. invites the submission of student papers for its annual Undergraduate Student Paper Competition. The competition is open to students in the Mid-South region and to other undergraduate students who are members of the Mid-South Sociological Association. A prize of \$50 will be awarded for the best paper. The authors of the papers selected will be presented with certificates of merit after presentations of papers at the MSSA, Inc. Annual Meeting in Nashville, TN (Oct 14-17, 2020). Students are also free to submit papers for a separate non-competitive session if they do not wish to compete.

Rules for the competition

- Each paper must be accompanied by a cover letter requesting participation in the undergraduate competition session. The letter must include the title of the paper, author(s) of the paper, the school affiliation, the email address and the telephone number of the author(s). It must also include the name and contact information of a faculty sponsor from the student's institution.
- Only the author's name and title of the paper should be included on the title page. The title of the paper must be repeated at the top of the first page of the text.
- The maximum length of an eligible paper shall be 20 double-spaced pages of text, not counting abstract, references, tables, and figures.
- Papers may be co-authored, but not by graduate students or faculty.
- Papers must not have been submitted for publication prior to submission for this competition.

Each of the submissions will be evaluated by a committee of scholars based on (1) originality, (2) contribution or potential contribution to the discipline, (3) clarity of arguments, and (4) mechanics (i.e. neatness, use of an appropriate format, grammar, spelling, etc.). To receive full recognition for participation, submissions must meet deadlines and participants must present their papers at the Annual Conference held each fall, and be present at the awards banquet. Students are strongly encouraged to seek faculty advice prior to submission of papers and to include contact information for a faculty mentor or advisor.

Papers (in Word, rtf, or PDF format) should be submitted by email to Dr. Lauren Norman, MSSA, Inc. Vice-President Elect, at Lauren.Norman@uncp.edu

Community Engaged Learning

WRITTEN BY ASHLEY VANCIL-LEAP, PHD

Community Engaged Learning (CEL) at Mississippi State University (MSU), in collaboration with the Carnegie Elective Classification for Community Engagement, is defined as "...collaboration between MSU and partnering communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity while fulfilling MSU's mission of scholarly teaching, research, and service" (<https://www.ccel.msstate.edu/about/whatis/>). As early as 2010, MSU has been recognized by The Carnegie Foundation for its commitment to community engagement, which soon was followed by the establishment of Mississippi State University's Community Engagement Committee in 2011. Since then, MSU has worked to provide various collaborative initiatives to students, staff, faculty and community members.

One such initiative established in the summer of 2018 was the Community Engaged Learning Fellows. Funded by the Provost Office, members spent 3 weeks learning how to incorporate community-engaged learning into current or new courses (to learn more visit: <https://www.ccel.msstate.edu/faculty/workshops/>). As a member of this inaugural class of Fellows which consisted of 15 members from disciplines around the University,



I began to develop a community-engaged course entitled "Gender, Food and Culture." Each Fellow received a \$1000 stipend and applied to have their courses designated as CEL.

At the end of the three-weeks, I was prepared to teach "Gender, Food and Culture" in the Spring of 2019 – or so I thought. Given the nature of community-engaged courses, I had to be prepared that even despite my best efforts to plan and prepare for any circumstance that things might not always go according to plan. Often times as Faculty, our syllabi are our guide for how the semester will be organized. In a community-engaged class, you have to be prepared for changes throughout. While it can be chaotic and, at times, frustrating, to have your schedule thrown-off, I felt that as long as I consistently communicated to my students that there were going to be changes throughout that they felt comfortable to manage those ebbs and flows in the semester.



Community Engaged Learning

Ashley Vancil-Leap, PhD

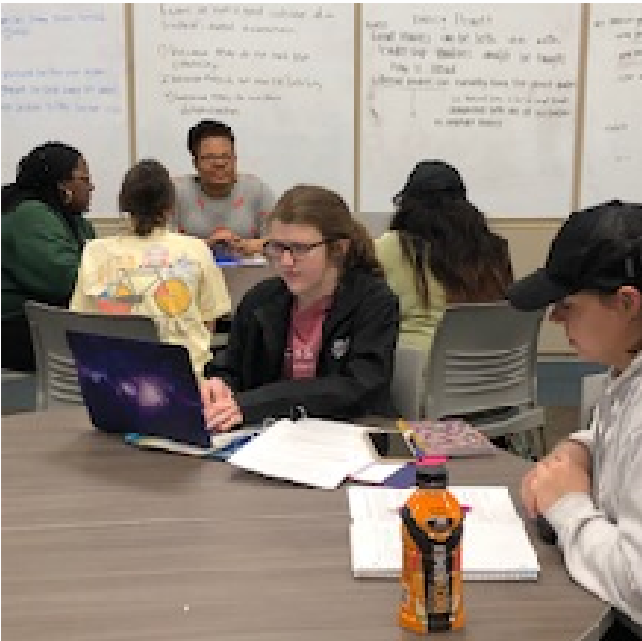
One of the major components to “Gender, Food and Culture” is to partner with two community organizations, both addressing food insecurity in Mississippi. The first partnership is with the Mississippi Food Insecurity Project (MFIP). MFIP is made up of faculty and staff from a variety of disciplines at MSU – all working together to research and addressing food insecurity. In partnership, the class assisted MFIP in collecting data for what is called Mapping the Mississippi Food Environment. In groups of two, students were sent out to various communities in Starkville, to survey community members about their food environments. This exercise provided multiple benefits to the students and the community. Students gained the experience of surveying and collecting data which may be valuable in their future careers, while the data collected may potential benefit the community with an improved food environment.

The second partnership is with the Oktibbeha Food Policy Council (OFPC), which is made up of local community members who are interested in addressing hunger in Oktibbeha County, MS. Members include local farmers, health care practitioners, public servants and members of the university. In class, students visited two different local food pantries to volunteer and observe which items were being distributed. Based on those observations, students constructed recipes based on the various food items that were distributed. The goal was for the students and OFPC to create a community cookbook based on those recipes. The idea is that these cookbooks could be distributed to local community members who may attend a food pantry in our area. Thus, they could get inspired and gain the knowledge of creating healthy meals.

At the conclusion of this first semester (Spring 2019), I believe students gain many valuable skills while participating in the course. Outside of traditional classes, students in a CEL class learned to work in teams, work during stressful situations, problem-solve, and how to give-back to their communities in various ways – as well as other countless skills. One former student expressed to me that their experience in the course “caught them valuable skills and lessons that I wouldn’t have gotten in a traditional classroom. I hope to continue to pay what I’ve learned forward to my communities”. After the success of this initial cohort of students, I offered the class again this semester (Spring 2020). While we have only begun, I can already see the excitement the students have for making a positive difference in their communities.

If you are interested in teaching a community-engaged class, there are many resources available. We are fortunate to have a supportive administration and the institutional support through our Center for Community-Engaged Learning, which has been a huge resource. If your college or university doesn’t necessarily have the institutional support such as the development of such courses there are plenty of ways to still incorporate community-engagement into your courses. I’ve seen faculty incorporate volunteer opportunities, small-group projects, or observational hours. There are a variety of options and I would encourage anyone who is even slightly interested in community-engaged learning to give it a shot. I am also available to answer any questions at adv102@msstate.edu.

Community Engaged Learning



Students working in their groups for the Mapping the Food Environment project in collaboration with Mississippi Food Insecurity Project (MFIP) (which is mentioned in the write-up)



Students listening to the director of a local food pantry describe the pantry and their clients



Students observing the stock-room of a local food pantry

MSSA member profile: Jalal Uddin, PhD

As I'm sure many of you would agree, MSSA Inc.'s greatest asset is the diverse group of talented teachers and scholars. Dr. Jalal Uddin is no exception, and I wanted to include something about him and his impressive work. I first met Jalal at Mid-South in Birmingham a few years back, and crossed paths with him again at the Birmingham airport of all places months later. I asked Jalal to send me a few words about him and the work that he is doing as a Postdoctoral Research Fellow at University of Alabama at Birmingham.



Affiliation: Postdoctoral Research Fellow, Department of Epidemiology, University of Alabama at Birmingham
jalal@uab.edu

I am currently working as a postdoctoral fellow in Epidemiology at the University of Alabama at Birmingham (UAB), where I also completed my PhD in Medical Sociology in April 2019. My research interests primarily center on social determinants of population health inequality, with a particular focus on psychosocial exposures in early life. My research is conceptually grounded in the fundamental cause theory, stress process, intersectionality perspective, and cumulative advantage/disadvantage approach. Currently, I am engaged in two lines of work: 1) childhood adversity and health/wellbeing in adolescence and later life and 2) social stratification and neighborhood factors in chronic conditions among older adults. The works in childhood adversity and health draws on the integrated framework of the stress process and cumulative (dis)advantage approach to conceptualize how early life adverse exposures produce racial/ethnic and gender inequality in health in later life. My Ph.D. dissertation examined the association between adverse childhood experience (ACE) and chronic health conditions in adult life and how the effects of ACE get differentially manifested at the intersections of race/ethnicity, gender, and adult socioeconomic status.

Additionally, drawing on a few population-level cross-sectional and longitudinal studies, currently, I am engaged in several projects that examine the mediating and moderating mechanisms in the associations of ACE with physical, mental, and developmental conditions in adolescence. In particular, in a few manuscripts (in-progress), we have examined the mediating mechanisms of executive functioning, emotion regulation, learning skills, and flourishing, and the protective role of resilience resources and neighborhood environment. Apart from the ACE studies, collaborating with the postdoctoral research team at UAB, we are currently examining how intersections of race/ethnicity, gender, and immigration status shape the inequality in chronic health conditions. Drawing on a prospective cohort from the Reasons for Geographic and Racial Differences in Stroke (REGARDS) study, we recently examined how the control of modifiable clinical and lifestyle risk factors among older adults with new diabetes onset differ by race and sex. Other projects examine how individual and community factors shape the co-occurrence of diabetes and hypertension among Medicare beneficiaries.

MSSA member profile: Jalal Uddin, PhD

I also have keen interests in policy-relevant questions on women's and children's health in low-income countries. Using the Demographic and Health Surveys, I developed and contributed to several research papers and projects. My previous studies investigate how patterns of couple's concordance and discordance in the household decision-making shape the use of family planning services among women of childbearing age. We have also examined socioeconomic and geographic inequalities in antenatal and delivery care services, especially in the context of low-income countries in South Asia. Recently, I have contributed to a project that assessed how early sexual debut increases the risk of sexually-transmitted infections among young adults in Bangladesh and how socioeconomic status indicators condition caste differences in the risk of hypertension among women in India.

I look forward to continuing my research, applying for extramural funding opportunities, and contributing to the health inequality studies as I transition to a faculty position.



Thank you for being a part of MSSA, Inc.,
and we also encourage you to get active in
other organizations!



Pi Gamma Mu

International Honor Society in Social Sciences

**All members of Pi Gamma Mu are invited to attend the
Pi Gamma Mu 2020 Triennial International Convention**

**November 12-14, 2020
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For information visit www.pigammamu.org

**Not a member? Visit our website or contact
executivedirector@pigammamu.org to learn how to
start a chapter on your campus.**



Race, racism, and activism: How do we connect?

**Icebreaking Community Dialogue Series with
South Asian "First Generation" Diaspora**

Moderator: Reshmi Chowdhury, Sociologist and Educator

Date: July 1 and 2

Time: 6 PM PST/8PM CST/9 PM EST

*Webinar: An ice-breaking dialogue with South Asian First
Generation Diaspora on race and racism in the US*

This is an initiative to start a dialogue in the form of a webinar among South Asian First Generation Diaspora about their positioning in the context of the national dialogue on race, racism, and progressive social movements in the United States. The criteria for participation in this dialogue is:

1. Born and grew up in South Asia and migrated to the United States at their "mature" age.
2. Have a good understanding of the progressive movements in their countries of origin and that of here in the US.

The dialogue is intended to be an icebreaker among the South Asian "First-generation" diasporic community members, by encouraging them to share their thoughts in the context of the social-political context of their surroundings in the US. The conversation would probe on whether they can (or cannot) relate the progressive movements in their countries of origin with that of here in the US. How they locate themselves in the dialogue on race and racism in the US, especially in the current context of the Black Lives Matter Movement? Do they find any conceptual and/or realistic interconnection of the BLM with the progressive movements in the societies they come? Lastly, do they think the South Asian diasporic community is less engaged with the national conversation on race and racism in the US? If yes, why? Should they be more engaged? How?

The webinar would be moderated by Reshmi Chowdhury, a sociologist and an educator, after the participants' consent via the YouTube channel "Reshmi Chowdhury" and Facebook page "Reshmi Chowdhury."

For more information, email
reshmi.note@gmail.com