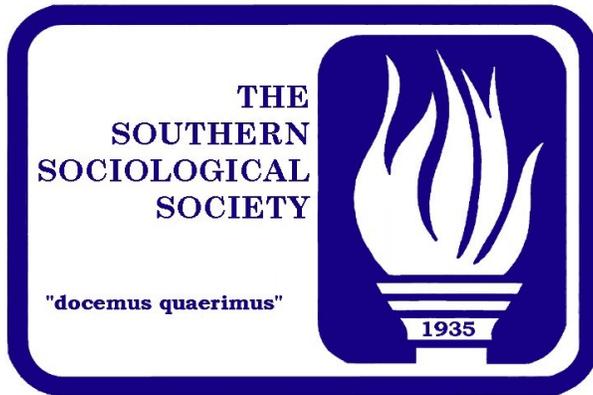


The Southern Sociologist

The Newsletter of the Southern Sociological Society

Volume 48

Number 3 Winter 2016



This Edition of TSS includes:

Letter from the Editor.....	3
Meet your Student Editors.....	4
Local Arrangements Info.....	5
Teaching Corner	7
Regional/State Societies News.....	11
SWS-S News.....	12
Announcements.....	13
Highlights from Social Currents.....	21
Recent Member Publications.....	22

From Society President, Christopher Ellison

Greetings, SSS members! As we all work to wrap up our semesters and look forward to the holiday break, I am writing with an update on developments pertaining to the 2017 annual meeting in Greenville, SC.

You responded to the Call for Papers on our conference theme, “Diversities: Inequality, Inclusion, and Resistance,” in truly impressive fashion! Indeed, it appears that this year’s meeting will again be one of the largest in recent memory. Our extraordinary program co-chairs, Gabriel Acevedo and Terrence Hill, and the program committee members are currently hard at work organizing this year’s conference. We owe them a tremendous debt of gratitude for their unflagging efforts, and I also want to thank all of you for your commitment –your dedication and creativity are what make the SSS such a vibrant Society.

Briefly, in addition to an exceptionally wide array of regular paper sessions, the program will boast nearly a dozen author-meets-

(Continued on page 2)

From Society President, Christopher Ellison

(Continued from page 1)

critics sessions, several workshops, and other special sessions, including presidential plenary sessions on such topics as “sociological perspectives on the 2016 elections” and “Islamophobia as a social problem.” There will be three mini-conferences, on “health disparities,” “immigrants in the South,” and “reproductive inequalities.” Featured participants at these various events will include Eduardo Bonilla-Silva, Louise Cainkar, Michele Lamont, Jeff Manza, Pamela Oliver, Rogelio Saenz, and numerous others. And there is much, much more!

The SSS will be meeting in Greenville, SC, at the beautiful Hyatt Regency Hotel, from March 29-April 1. This will be a new experience for us, our first time to gather in Greenville, and it will be a marvelous site for the meeting. We conducted our site visit in late September, and we enjoyed it immensely. The Hyatt Regency is configured well for our purposes, with an outstanding staff and excellent meeting space and amenities within the hotel. In addition, the immediate neighborhood is filled with a plethora of diverse, high-quality, locally-owned restaurants serving a wide range of food, along with many clubs and other entertainment venues. Indeed, the downtown area -- with its walkable, tree-lined streets and charming storefronts-- is winning national acclaim. We are going to have a great time!

Elsewhere in this issue of TSS, you will find a report from our outstanding local arrangements committee, headed by Ken Kolb. They have planned a number of activities that will introduce newcomers to this exciting city and its cultural offerings. Please take advantage of these opportunities when you can! Many thanks to Ken and his colleagues for the wonderful job they are doing to make our visit to their city so informative and enjoyable.

I will continue to provide updates regarding the program, featured events and attractions, and other developments via the SSS listserv facility. But for now, I hope everyone has a safe, happy, and relaxing holiday season and winter break, and a wonderful start to 2017. Looking forward to seeing you in Greenville!

Christopher Ellison , SSS President
Christopher.ellison@utsa.edu



Letter from the Editor, James N. Maples:

Another semester has come and, for most of us, gone! Here at Eastern Kentucky University, those last few finals are wrapping up. From my office window, I can see students packing up and fleeing the dorms while my department prepares to send another round of amazing pupils on their life's path to do great work.



In this edition, President Christopher Ellison and Local Arrangements Chair Ken Kolb tell us more about Greenville, SC, home of our 2017 conference. Teaching Corner has a great teaching note addressing the recent election. Thanks to my fantastic team of graduate student editors, this edition also features new sections highlighting recent publications in *Social Currents*, recent member publications, news from state/regional sociological organizations, and news from SWS-South. In this and subsequent editions, readers will also get to meet each graduate editor and learn more about their work.

In this brief respite before the spring semester begins, I truly hope that our membership can find rest, peace, and a chance to reflect on why we are sociologists. Just remember to turn in grades first!

Thanks,
James N. Maples
Eastern Kentucky University
james.maples@eku.edu



Graduate Student Editors

Thank you to my amazing graduate student editors! Go check out their work in this edition!

Harry N. Barbee (Florida State University): Announcements and Society News

Braylon Gillespie (University of Kentucky): Submissions Editor

Josephine McKelvy (North Carolina State University): Highlights from *Social Currents*

Julia Miller (University of Kentucky): SWS-South News

Kaitlyne Motl (University of Kentucky): State and Regional Sociological Societies News

Bradley W. Williams (George Mason University): Recent Member Publications

Meet our Graduate Student Editor Team

In each edition, TSS will introduce you to two of our fantastic graduate student editors!



Meet **Harry Barbee**, our Announcements and Society News Editor.

I am a third year PhD student in the Department of Sociology at Florida State University. Broadly, I have a sociological interest in how gender and sexual identities shape people's experiences of, and reactions to inequality. In my latest project, I interviewed individuals who identify outside the gender binary. After analyzing the ways in which my non-binary participants construct, convey, negotiate, and embody their identity, I reveal numerous processes through which they both resist and reproduce the gender order. In other work, I have examined how sexual minority status shapes various measures of subjective aging, including age-related self-perceptions, generalized views of aging, and views of the aging body. Finally, aside from my work in gender and sexualities, I have ongoing projects that focus on issues of medicalization. This work aims to better understand processes through which medicalization persists and becomes accelerated in the United States.

Meet **Julia Miller**, our SWS-South News Editor.

Julia Miller is a doctoral student in Sociology at the University of Kentucky focusing on the ways that education and educational policy are mediated by rural context. Her thesis project explores first-generation students' logics of action around social networking. Her interests in policy include how national educational policy centers urban educational issues, and how predominantly rural states mediate this urban-centricity. She is also a research assistant on the [Talking About Leaving- Revisited](#) project, a multi-institutional study of science, technology, engineering, and mathematics (STEM) students' persistence. Outside of research and academia, she enjoys rock climbing in the Red River Gorge and trail riding with her horse, Diva, and her dog, Joon.



Greenville in the Spring 2017 SSS Meeting

**Ken Kolb (Furman University)
Chair, Local Arrangements**

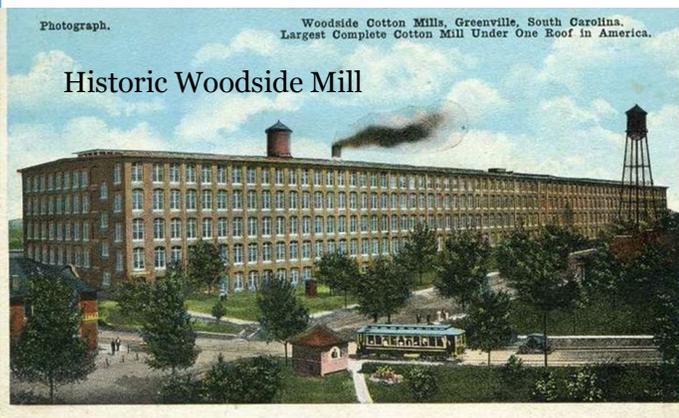
Greenville is a fun and affordable location for the 2017 meeting of the Southern Sociological Society. With plenty of nearby establishments to eat and drink, it will be easy to continue the conversation from session to sidewalk in our vibrant and walkable downtown. The recently renovated conference venue also has plenty of open spaces to get a coffee, reconnect with colleagues, or check out the conference app between talks.

Located in the northwest corner of South Carolina—locals call it “The Upstate”—Greenville has reinvented itself in the last 35 years. Once considered “The Textile Center of the World,” the area has changed considerably. The mills that once hummed eventually closed and lay dormant. Racial tension during the civil rights battles of the 60’s saw sit-ins and protests. Urban decline persisted through the 1970s and the predominately African American west side neighborhoods experienced significant blight and neglect. Things began to change with the redevelopment of the city center. First came the construction of the Hyatt Hotel (site of SSS meeting) in 1982 and then a new performing arts center



in 1991. Main Street was narrowed from four lanes to two, sidewalks were widened, and trees were planted. New Urbanist “mixed use” development projects along the Reedy River brought housing and retail to the city center. Meanwhile, industry in the area was also evolving. Michelin brought their US corporate headquarters in 1988 and BMW built a new production facility in neighboring Spartanburg in 1994.

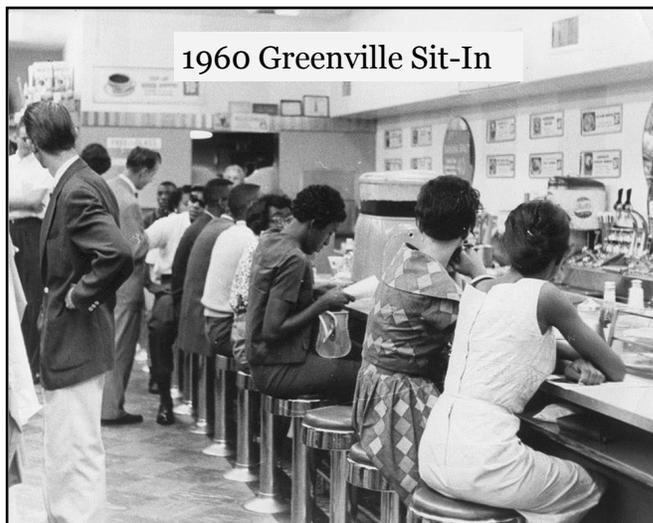
However, as most sociologists know, the benefits of urban renewal projects are not always enjoyed by all. The newly revitalized downtown has sparked gentrification of the poorer areas on the periphery. Neighborhoods that were historically segregated from the white side of town are now starting to be seen as attractive opportunities for young professionals wanting to live close to downtown shops, restaurants, and bars. As you will see during your visit, multiple large-scale apartment complexes are currently under construction. While cranes and bulldozers are seen as signs of progress to some, be mindful that others worry that they represent a cultural encroachment upon historically African American neighborhoods.



(Continued on page 6)

(Continued from page 5)

To put things in context, Greenville is similar to other emerging small cities in the southeastern United States. Demographically, the metropolitan statistical area is about 30% African American, compared to roughly 13% for the nation as a whole. Although Hispanics and Latinos are growing in numbers nationwide (17% of the US population), in Greenville County they comprise half that rate (8.5%). In terms of Greenville's median household income (\$45,000) and percentage of population over 25 with a college degree (26%), it still lags behind larger cities like Charlotte, Nashville, Atlanta, and Richmond. Instead, it is more similar to smaller southern urban centers like Chattanooga, Birmingham, and Greensboro.



To help you get to know Greenville better during the conference, the local arrangements committee will have self-guided and expert led tours on two topics we think you might find interesting. For history buffs, there will be a tour of local civil rights landmarks and monuments. For craft beer enthusiasts, we'll have a tasting tour—Greenville has seen a number of breweries recently set up shop. Whether you would like to take advantage of these options on your own or in a group, we will help you out. Just like last year's meeting, there will be on-site day care at the conference, so parents with children will have a chance to get out on their own, too. If you have other questions, ideas, or requests, please contact ken.kolb@furman.edu.

We also encourage you to plan your own adventures. The local tourist board has an up-to-date website with lots of events and offerings (<http://www.visitgreenvillesc.com>); and thanks to our popular urban trail (<http://greenvillerec.com/swamprabbit/>), you can reach much of it by foot or rented bicycle. So, bring your walking shoes and bike helmet and come enjoy what Greenville has to offer. We'll see you in March!

Ken Kolb,
Chair, Local Arrangements
ken.kolb@furman.edu

For current news about the upcoming conference, visit our website at
<http://www.southernsociologicalsociety.org/annual.html>



TEACHING CORNER

Committee on Sociology in Community and Small Colleges

DeAnna Gore (Committee Chair), University of South Carolina Aiken

Marni Brown, Georgia Gwinnett College

Kris De Welde, Florida Gulf Coast University

Jason Eastman, Coastal Carolina University

Jake Milne, Longwood University

Chris Snead, Saint Leo University

Sarah Cribbs, Teaching Corner Editor

Randolph Macon College

sarahcribbs@rmc.edu

Novella Ogunshina, Student Editor

Letter from Committee Chair, DeAnna Gore (DeannaG@usca.edu):

Greetings! The members of the Committee on Sociology in Community and Small Colleges are excited for the upcoming conference in Greenville, SC. The Committee has worked hard to plan several fantastic sessions (listed below). In addition to organizing sessions, there were two other initiative that the Committee had been working on. The first is to be more inclusive of faculty from small and community colleges. We contacted faculty from these types of institutions near Greenville, Columbia, and Charlotte and invited them to present and attend the annual meeting in 2017. Some of these individuals will be presenting in the sessions sponsored by the Committee.

The Committee also acknowledges that faculty at small and community colleges may not have the funds or time to travel to the meeting. For the past two years, the Committee has worked on the second initiative and attempted to organize a Virtual Session where individuals can present via video conferencing and possibly have the opportunity to stream a couple of other sessions for them to view and participate in. While the Committee was able to get approval for a Virtual Session last minute before proposal submissions were due, we did not have enough participants. However, we continue to make strides in having a Virtual Session at a future conference!

In addition to the sessions, we will also be organizing a CSCSC dinner in Greenville that we hope you can attend. Please keep an eye out for more information. I look forward to seeing many of you in Greenville!

(Continued on page 8)

(Continued from page 7)



Here's a list of CSCSC sessions at Greenville 2017:

- Innovations in Teaching (co-sponsored with the Committee on Sociological Practice)
- Creating an Inclusive Classroom (co-sponsored with SWS-South)
- Sociology in Interdisciplinary Programs
- Involving Undergraduates in Faculty Research
- So you want to teach? Advice for Aspiring and Early Career Faculty at Teaching Universities

We hope to see you in Greenville, South Carolina!
DeAnna Gore
University of South Carolina Aiken

Teaching Note

Teaching Trump: Lessons Learned on Teaching About Unexpected Controversy

Sarah E. Cribbs, Ph.D.

As a professor, I find comfort in the certainties of my classroom. I assign readings, moderate discussions, and challenge assumptions. But on November 9, I awoke anxious and uncertain. How would I appear to my students? Should I address the election results? How would I challenge their thinking in the face of my own uncertainties? Was I able to abate my fears and disbelief to remain present for them? *Should I?*

I plugged into various teaching-related Facebook pages in hopes of finding guidance on leading meaningful post-election class discussions. I reached out to colleagues to learn their classroom plans. What I found only heightened my nervousness. My colleagues and I were in the same boat, sharing fear, outrage, anxiety. Never wanting to experience this uncertainty again, I returned to my old graduate student ways. I plunged into literature on teaching through controversies. I initiated an exploratory study on how sociology faculty discussed the outcome of the most recent election with students – both inside and outside the classroom. While I am still in the data collection phase of this project, I am sharing the literature I gathered in hopes it may be helpful to you as you navigate controversial – and crucial conversations with your students.

bell hooks (1994) and others call for liberated classrooms in order to set education as a path of freedom for students. This type of education requires teachers to take risks alongside their students, including the risk of sharing their own personal narratives. This risk-taking recognizes the wholeness of students and teachers and the influence whole selves have on the education process. This risk-taking also acknowledges the education process is neither neutral nor value free (Freire [1970] 1993). Scholars such as hooks and Freire suggest we take risks with students in order to transform the social world, and one way many teachers take risks is teaching controversial subjects.

Engaging in a discussion over controversial subjects is often viewed as central to democratic education and toward cultivating civically engaged students. Philpott and associates (2011) found faculty view teaching controversial material as a way to prepare students to “avoid and resolve conflict” (p.42). In fact, in a recent open letter to Boston Public Schools, Boston superintendent Tommy Chang (2016) suggests teaching controversy helps students engage in the democratic process whereby students learn to debate ideas and issues. Classrooms are microcosms of the broader society where people come together from varied places, diverse opinions, and social backgrounds, but push the dialogue forward. This microcosm can become a place for students to practice engaging in democratic debate.

(Continued on page 9)

(Continued from page 8)



This election was a unique circumstance, not controversy as usual. It brought forward mass political protests across the country, highlighting both the divisive nature of the campaigns and clear divisions within the country. In the week following election day, several noteworthy teaching events happened. For example, a high school teacher was suspended for drawing parallels between Trump and Hitler (Guerra 2016). NPR ran a full story on “Teaching in the Age of Trump” where faculty and administrators described teaching on Wednesday after the election (Lonsdorf 2016). Justice and Stanley (2016) wrote “Teaching in the Time of Trump” for the National Council for the Social Studies. The New York Times ran both pre- and post- election “Teaching Ideas” (Schulten and Gonchar 2016), and the Chronicle of Higher Education offered “Trump 101” (The Chronicle Review 2016).

How do we, as sociology faculty, handle the post-Trump election in our classrooms? What lessons might we carry forward during the Trump administration? How can we prepare students for democratic engagement when the world in which they live is politically divisive? The scholarship on teaching and learning is full of examples of how to best approach controversial subjects. As teachers, we all respond differently to controversial topics – from avoiding their existence to privileging our own ideas to balancing a wide array of opinions as equally legitimate. Some teachers lean into controversy, either as a byproduct of their subject matter or by personal preference. Others find controversy far too risky or divisive to touch, especially if the climate is not supportive. However, as Misco (2014) points out, “there are no nomothetic prescriptions for teaching controversial issues” (p. 48), and teaching is often received differently by students dependent on the professor’s race and gender (Lazos 2012).

So, how do we do it? We might be well served by considering three key questions when approaching controversial issues: the purpose, the issue, and the style. First, what do we think is the purpose of democratic education (this presupposes we believe in democratic education), and what does it look like? As Stanley (2005) asks, should education, and thereby teachers, transmit or transform the social order? In other words, is the purpose of education to “transmit the dominant social order [and] preserve the status quo” or to transform it by critiquing the dominant social order and work to change it (Stanley 2005:282)?

Second, is the controversial issue actually an issue or is it resolved? Hess and Gatti (2010) suggest that we need to assess if the issue is open, closed, or tipping. If an issue is open, then all answers are equally legitimate and the issue becomes ripe for discussion. If the issue is closed, we believe there is one correct answer and the issue is therefore, not open for discussion. If the issue is tipping, either from open to closed or vice versa, then there’s room for discussion.

Finally, what is the style of the conversation we seek to share? Do we want students to engage in a discussion where various ideas are shared equally, or deliberate with the intent to devise an action plan to resolve the issue (McAvoy and Hess 2013)? McAvoy and Hess (2013) suggest deliberation is “important for the formation of democracy supporting dispositions and values because it requires students to consider the larger question, ‘How should we live together?’” (p. 20). If we’re clear about the purpose and issue, then the style will likely follow.

If I could turn back time to November 9, I would remind myself I believe in transformative education. I might ask students to explore questions on how our course material relates to the election and what larger social forces relate to this unique election. Transformative education does not mean indoctrination; transformative education means sharing the experience of critiquing social arrangements with students.

This election was unique for many reasons, leaving it squarely in the open box and suitable for discussion. Many classes already discussed the election, mine included. Again, if I could turn back time I would introduce the election as a point of open discussion, grounded in course material. The discussion could be emotionally heated, but the established ground-rules would help guide our behavior.

(Continued on page 10)

My November 9 time machine discussion would, in this case, be discussion based. While many of my classes are geared toward action-oriented plans, this approach feels less comfortable to me in this particular situation because these students represent a range of political spectrums and openly endorsed all candidates. I believe the microcosm of our classroom could begin to build bridges in our political divide by engaging in an honest and open discussion of the election, guided by the ground rules of our class and the community we already established together.



My initial concern about teaching about Trump was echoed in a recent Southern Poverty Law Center (SPLC) (2016) article on “The Trump Effect.” SPLC found that K-12 educators saw a negative impact on their students following the election. The negative impacts included increased harassment, a sense of fear among historically and contemporarily marginalized communities, and a loss of community between students and faculty. Plato’s allegory of the cave opens us to the vision of being shackled by our limited experiences of the world. I would feel better prepared if I could go back to November 9 with the information I now have. I do believe through true democratic debate, we could all learn more about the world around us.

Engaging in this type of teaching takes courage, especially for faculty who are already vulnerable or who lack administrative support. We know the current “marketplace of ideas” is not equal. Yet we might view education as a path of freedom and central to the process of democratic education, which means faculty take risks. Perhaps one key to our ability to take risks and encourage debate of controversial issues, like a Trump presidency, is for us to consider the questions of purpose, issue, and style. I know these are the questions I will keep in mind when I face my next controversial issue... perhaps the inauguration.

If you are currently teaching sociology at the collegiate level and discussed the outcome of the 2016 presidential election with students, either in a class or campus-wide discussion, after election day then I'd enjoy talking to you as part of my exploratory study. You may email me at sarahcribbs@rmc.edu for more information.

Sources:

- Chang, Tommy. 2016. “Post-Election Letter from Superintendent Tommy Chang.” Retrieved December 12, 2016 (available [here](#)).
- Freire, Paulo. [1970] 1993. *Pedagogy of the Oppressed*. Reprint, New York: Continuum International Publishing Group.
- Guerra, Kristine. 2016. “A Holocaust scholar compared Donald Trump to Hitler: His high school placed him on leave.” *The Washington Post*, November 14. Retrieved November 15, 2016 (available [here](#)).
- Hess, Diana and Lauren Gatti. 2010. “Putting Politics Where It Belongs: In the Classroom.” *New Directions for Higher Education* 152:19-26.
- hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Justice, Benjamin and Jason Stanley. 2016. “Teaching in the Time of Trump.” *Social Education* 80(1):36–41.
- Kozol, Jonathan. 2007. *Letters to a Young Teacher*. New York: Three Rivers Press.
- Lazos, Sylvia R. 2012. “Are Student Teaching Evaluations Holding Back Women and Minorities?: The Perils of ‘Doing’ Gender and Race in the Classroom” Pp. 164-185 in *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*, edited by G. Gutiérrez y Muhs, Y.F. Niemann, C.G. González, and A.P. Harris. Boulder: University Press of Colorado.
- Lonsdorf, Kat. 2016. “Teaching in the Age of Trump.” *NPR*, November 11. Retrieved November 15, 2016 (available [here](#)).
- McAvoy, Paula and Diana Hess. 2013. “Classroom Deliberation in an Era of Political Polarization.” *Curriculum Inquiry* 43(1):14-47.
- Misco, Thomas. 2014. “Controversial Issue Instruction in Context: A Social Studies Education Response to the Problem of the Public.” *Education and Culture* 30(4):47-59.
- Philpot, Sarah, Jeremiah Clabough, Lance McConkey, Thomas N. Turner. 2011. *Controversial issues: To teach or not to teach? That is the question!* The Georgia Social Studies Journal 1(1):32-44.
- Schulten, Katherine and Michael Gonchar. 2016. “Election Day 2016: Teaching Ideas for Before and After the Votes Are Tallyed.” *The New York Times*, November 3. Retrieved December 12, 2016 (http://www.nytimes.com/2016/11/03/learning/lesson-plans/election-day-2016-teaching-ideas-for-before-and-after-the-votes-are-tallyed.html?_r=0).

(Continued from page 10)

Southern Poverty Law Center. 2016. "The Trump Effect: The Impact of The 2016 Presidential Election on Our Nation's Schools." Retrieved December 5, 2016 (available [here](#)).

Stanley, William B. 2005. "Social studies and the social order: transmission or transformation?" *Social Education* 69 (5):282-286.

The Chronicle Review. 2016. "Trump 101." *Chronicle of Higher Education*. Retrieved December 12, 2016 (<http://www.chronicle.com/article/Trump-Syllabus/236824>).

Regional and State Sociological Societies News

In this new section, graduate student editor Kaitlyne Motl (University of Kentucky), shares news from our regional and state sociological societies. To submit your news, click [here](#).

Conferences & Calls for Proposals/Papers

* **The Alabama-Mississippi Sociological Association** is pleased to announce its 48th Annual Conference, to be held at Jackson State University on **February 23-24th, 2017**. This year's theme is "Race in the Deep South." **The deadline for abstract proposals is December 30th, 2016**. For more information, please see the association's website at www.a-msa.org or send inquiries to Thomas.m.kersen@jsums.edu.

* **Anthropologists & Sociologists of Kentucky** announce their 29th Annual Meeting, to be held at Western Kentucky University on **April 22nd, 2017**. The group is now welcoming proposals for organized panels, roundtables, workshops, and paper/poster presentations. **The deadline for submissions is March 1st, 2017**. For more information and registration, please see <http://ask.anthroniche.com>

* **Florida Society of the Social Sciences (F3S)** has announced their 12th annual conference. The full announcement is in the Announcements and Society News section of this edition.

Student Paper Competitions

* **Anthropologists and Sociologists of Kentucky** welcome inquiries about their upcoming **Jules Delambre Student Paper Contest**. Please contact John Musalia (john.musalia@wku.edu) for more information.



In this new section, graduate student editor Julia Miller (University of Kentucky) highlights the work of Sociologists for Women in Society-South.

SWS-S and SSS's Committee on Sociological Practice 2017 Coffee-for-a-Cause & Silent Auction

This year, SWS-South (SWS-S) and SSS's Committee on Sociological Practice are co-sponsoring the annual coffee-for-a-cause and silent auction during our 2017 Annual Meeting in conjunction with SSS in Greenville, SC. Each year, we select a local non-profit organization to sponsor, based on the location of our annual conference. The proceeds from the Silent Auction go directly and immediately to the selected organization. We also collect donations of items that the organization is in need of during the SSS meetings.

SWS-S and SSS's Committee on Sociological Practice are sponsoring Gender Benders, a non-profit organization that strives to create a safe and supportive space for gender variant, transgender, allied individuals, and LGBTQI individuals and to see that each person in upstate South Carolina has the opportunity to find affirming community that enables them to live their authentic life with the support of others. For more information about Gender Benders, please visit their website at: <http://www.genderbenderssc.org/GenderBenders/Welcome.html>

Please keep a look out for a donation drive list based on the organization's needs. We will provide more details later and ask that SWS-S members please drop off any items at the registration table. If you have any questions, please contact Vision Committee Chair, Mandi Barringer (m.barringer@knights.ucf.edu) or SSS's Committee on Sociological Practice's Chair Julia (Jill) Waity (waityj@uncw.edu). Thank you all in advance for your efforts in supporting this year's sponsored organization, Gender Benders!

The 2017 Meeting of the SSS marks the first year SWS-South (SWS-S) and SSS's Committee on Gender & Sexuality will co-sponsor a **Happy Hour Fundraising** event on behalf of the non-profit organization Gender Benders located in Greenville, SC. Gender Benders strives to create a safe and supportive space for transgender, gender variant, LGBTQI, and allied individuals by connecting people through friendships, resources, and initiating trans-inclusive community change through social action. The Happy Hour Fundraising Event hopes to create a similar safe space for queer and feminist scholars and students (of course, we welcome everyone and hope that many of you attend!) to mix and mingle away from the conference hotel.

We hope to see you all at SIP Tasting Room & Rooftop Lounge on **Thursday, March 30th from 5:30pm – 7:30pm** (tentatively) for live music, food, drinks, and fun!

Please visit SIP's website for additional information: <http://www.sipgvl.com/>

In light of the recent horrific tragedy at the Pulse Night Club in Orlando, FL in which 49 people lost their lives, and in the wake of the post-election environment, we feel that organizations like Gender Benders need our support more than ever to continue their important work. Therefore, we will be collecting donations at this event for Gender Benders. SIP Tasting Room & Rooftop Lounge has generously provided their rooftop space for us, so we hope to see many of you there. For more information about Gender Benders, please visit their website at:

<http://www.genderbenderssc.org/GenderBenders/Welcome.html>

If you have any questions about this event and/or would like to find out additional ways you can help support Gender Benders, please contact SWS-S's Vision Committee Chair, Mandi Barringer (m.barringer@knights.ucf.edu) or SSS's Committee on Gender & Sexuality's Chair Kylie Parrotta (kparrotta@desu.edu).

Announcements and Society News

Please submit your general announcements to graduate student editor Harry Barbee [here](#).

CALL FOR SUBMISSIONS

12th Annual Conference of the Social Sciences:
“From Social Problems to Social Promise”

April 15, 2017

University of Florida, Gainesville, Florida

Submission Deadline: March 10, 2017



For the past 12 years, the Florida Society of the Social Sciences (F3S) has strived to provide a unique forum for students of the humanistic and social sciences to engage with fellow scholars. The cornerstone of F3S's efforts is the Annual Conference of the Social Sciences, where graduate and undergraduate students come together to present and discuss their work with a broad audience that crosses disciplines, professions, origins, and walks of life.

The 12th Annual conference theme, From Social Problems to Social Promise, highlights the role of research in addressing social inequalities, cultivating a sense of hope, and providing more equitable solutions for the future. We are excited to announce this year's keynote speaker: [Dr. Carla Shedd](#), Assistant Professor of Sociology and African American Studies at Columbia University.

TYPES OF SUBMISSIONS:

We welcome papers or poster presentations from graduate (and undergraduate) students in the humanities, social sciences, and interdisciplinary fields. We also welcome workshop proposals.

Formal Paper Sessions: These formal sessions include 15-minute presentations of forthcoming research. Presentations will be grouped thematically to form a complete session. A question and answer session will follow all presentations.

Poster Sessions: Posters are appealing visual representations illustrating a research question, methods, and outcomes. Posters will be displayed during scheduled time slots and presenters will have the opportunity to discuss their research with attendees. All stages of work welcome.

Workshops: Workshops are individual sessions with a focus on providing information and hands-on activities to students and early career scholars. We encourage workshop submissions focusing on professional development, community engagement, relevant technologies, etc.

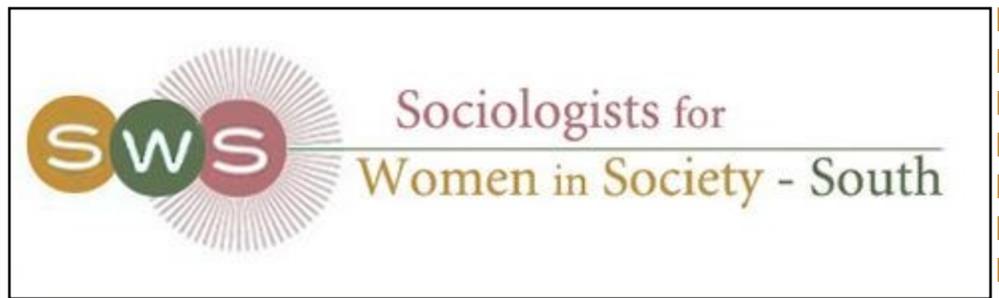
SUBMISSION REQUIREMENTS AND HOW TO SUBMIT:

Please submit a 250-word abstract at: <https://goo.gl/forms/22JArAhh4Ar3xXss2>. Visit our [web-site](#) to view the full call for abstracts, and for more information on the 12th Annual CSS.

Submit your Work to *The Teaching Corner*

The Teaching Corner is looking for short, innovating teaching pieces to include in *TSS*. The Teaching Corner focuses on effective teaching strategies/methodologies, tools, or activities used in the classroom to engage students. In addition to teaching strategy/methods pieces, the column historically also contained some writings on teaching experiences and departmental teaching-related issues/concerns. If you are interesting in contributing to the field of teaching and learning through The Teaching Corner, contact Sarah E. Cribbs, Ph.D. (editor of the Teaching Corner)

You are invited to JOIN SWS-S!
Sociologists for Women in Society (SWS) is a regional organization serving the same purposes as, and in liaison with, the national SWS. We hold meetings an-



nually in conjunction with the Southern Sociological Society (SSS). We are dedicated to gender scholarship; supportive of graduate students and new faculty; and devoted to feminist social change. For more information, visit our website: www.swssouth.org

Benefits of membership:

- **Share scholarship or attend sessions**
- **Network with known gender scholars**
- **Learn from amazing scholars and leaders**
- **Be a mentor to a new student/SSS attendee**
- **Join us at “Coffee with a Cause”**
- **Bid in the Silent Auction**
- **Be mentored at the SSS meeting**
- **Apply for one of our awards**

Dues are ONLY \$15 for faculty, \$10 for new members, and \$5 for students/unemployed members. You can JOIN HERE: www.swssouth.org/join.html

Survey for Underrepresented Minority Scholars in Sociology and Economics, 1995-2006 PhD Cohorts

Staff and members of the Advisory Committee from the ongoing ASA research project, titled “Science of Broadening Participation: Stratification in Academic Career Trajectories,” will be sending out an online survey this fall/winter to learn about scholarly relationships and departmental networks that can help or hinder underrepresented minority (URM) scholars in pursuing academic careers. Funded by the National Science Foundation (NSF), a major purpose of the ASA project is to measure specific aspects of the stratification processes and outcomes that create or re-create inequalities in the academic career trajectories of URM scholars in two disciplines: sociology and economics. The study is led at ASA by Roberta Spalter-Roth (PI) and Jean H. Shin (co-PI), with a co-PI in economics, Marie T. Mora at the University of Texas-Rio Grande Valley.

The project seeks to better examine the experiences of NSF-defined URM scholars in sociology and economics—in particular black and Latino scholars from the 1995-2006 PhD cohorts—as they vary by gender. These cohorts were chosen because all have had enough time by standard definitions to become Associate Professors and some have had time to become Full Professors.

In order to address concerns and issues raised by URM members of both disciplines, we need to amass findings about the daily struggles, successes, and constraints experienced. More information can be found here: <http://www.asanet.org/research-publications/research-sociology/research-projects/urm-scholars-sociology-and-economics>

Announcements and Society News

CALL FOR PAPERS

35th Annual SouthEastern Undergraduate Sociology Symposium (SEUSS) INTERSECTIONS: TIME, SPACE, AND PLACE February 24-25, 2017: Morehouse College in Atlanta, GA

The 35th annual SEUSS will be held Friday and Saturday, February 24-25, 2017 at Morehouse College. The Symposium provides undergraduate students a unique opportunity to participate in a professional meeting. Students may present a paper or a panel. Any area of sociological significance is welcome.

Students who submit full papers by the January 31, 2017 deadline will be eligible for an *Award for Excellence in Undergraduate Research* (1st place \$100, 2nd place \$75, 3rd place \$50) and have their papers published in *Challenge OnLine*, the interdisciplinary journal of Morehouse College. All presenters receive a *Certificate of Professional Participation* and all abstracts are published in the *Symposium Proceedings*.

Opening Banquet. An opening plenary banquet will be held on Friday, February 25, 2017 for all participants. Please consult the webpage for more information and updates.

Application Procedure. The deadline for receipt of abstracts is **Tuesday, January 31, 2017**.

- Students interested in presenting a paper should submit a one-page abstract with the full name and institution of the presenter.
- Students interested in organizing a panel should submit a one-page abstract with full names and institutions of the organizer and panel participants.
- Abstracts should include enough detail to allow reviewers to make informed decisions.
- Abstracts must be accompanied by a statement from a faculty member indicating that the paper or panel will be complete and ready for presentation on **February 25, 2017**.
- Email the abstract from the faculty sponsor's email as an MS Word attachment to Dr. Adria Welcher at adria.welcher@morehouse.edu. Name the submitted file as follows: **LAST-NAME_FIRSTINITIAL_SHORT TITLE**. Please type "**SEUSS ABSTRACT**" in the subject line of the email.

Notice of Acceptance. Students will receive notification of acceptance and registration information for submitting the complete paper; submitting detailed information on the panel; and presentation procedures for both formats the week of February 6-10, 2017. A nominal registration fee of \$25, payable to: **Morehouse College – Sociology**, is charged to help defray the costs of the Friday evening banquet and publication of the *Proceedings*.

Information about last year's SEUSS and regular updates on application, registration, and accommodations are available at <http://www.sociology.emory.edu/SEUSS/>.

The **2017 Alpha Kappa Delta workshop on Teaching and Learning** will be held on Wednesday, March 29 with the support of Cengage Learning. Keep a look-out for an email announcing the launch of the registration page that will have more details on the content.

Funding will be available. As usual, there will be five AKD Fellowships available. The link to the application will be available on the Cengage registration page or you can contact us at AKD@lemoyne.edu for a copy of the application. Special consideration will be given to faculty at HBCUs, HSIs, Tribal Colleges and Community Colleges and individuals who are enrolled in PhD programs in Sociology. AKD Fellowships carry a \$500 reimbursement for travel expenses. The deadline to submit applications for the AKD Fellowship is 2/15.

Thanks to a generous grant from Cengage, all registered participants will have the cost of their hotel room on Tuesday night, 3/28 covered by Cengage. More details will be in the Cengage webpage launch. For more information or questions, please contact Jeff Chin at: AKD@lemoyne.edu

CALL FOR RESOURCES

Call for resource recommendations for #TransJusticeSyllabus:

The Committee for Advancing Trans Studies in Sociology is seeking resource suggestions and curriculum ideas for the creation of a Trans Justice syllabus. The #TransJusticeSyllabus is an integral part of the Trans Justice initiative launched this year by Dr. Laurel Westbrook and Dr. Eric Grollman to advance public understanding of transgender issues, to support trans studies scholars, and to eliminate bias against transgender and non-binary people in the discipline. Relevant resources may include readings, films, and other supplemental material that you think should be included on the syllabus. If you have any recommendations for resources or syllabi of your own to share, please forward them to Ghassan Moussawi (moussawi@illinois.edu) and Anne Marie Champagne

**73rd Annual Family
Institute Conference
Department of Sociology**
February 23-24, 2017



MOREHOUSE
COLLEGE

Anna Harvin Grant Undergraduate Student Paper Competition

FIRST PRIZE \$250.00 SECOND PRIZE \$150.00 THIRD PRIZE \$100.00

Papers will also be considered for publication in a special edition of
Challenge Online: The Interdisciplinary Morehouse Journal of Research

SUBMISSION DEADLINE: MIDNIGHT OF JANUARY 31, 2017

SUBMIT BY EMAIL TO: adria.welcher@morehouse.edu

You are invited to submit your **COMPLETED** papers for this competition. The papers may focus on any discipline. This year, we are particularly interested in reading works centering on intersectionality; however, papers may focus on any area of social science research and practice. Please complete the attached form; and together with your COMPLETED manuscript send to:

Dr. Adria Welcher
Department of Sociology
217 Wheeler Hall Morehouse College
830 Westview Dr., S.W.
Atlanta, GA 30314
470-639-0393

Manuscript must be type written in MS Word format using ASA style guide. It should be well written with attention to grammar as well as sociological content. A professor, who has read the work, must sign the submission form attesting to its authenticity and quality.

(Submission form on next page)

ANNA HARVIN-GRANT UNDERGRADUATE STUDENT PAPER COMPETITION SUBMISSION FORM

Submission Deadline is midnight January 31, 2017

STUDENT APPLICANT INFORMATION

Name:		
E-mail:	Phone:	
Current address:		
City:	State:	ZIP Code:

COLLEGE/UNIVERSITY INFORMATION

Current college/university:		
Major Department:	Matriculation Level Circle: FR SO JR SR	
City:	State:	ZIP Code:

FACULTY SPONSOR/CONTACT

Name of sponsoring professor:	Name of College/University:	
Office Address:	Phone:	E-mail:
City:	State:	ZIP Code:

PLEASE PROVIDE A BRIEF DESCRIPTION OF THE PAPER (YOUR ABSTRACT) BELOW

RULES OF SUBMISSION

Must be a complete paper/manuscript to compete in the competition; Must have a sponsoring professor who attests to the authenticity of the papers originality and quality by signing this form; Papers must be received by email (adria.welcher@morehouse.edu) by midnight January 31, 2016 (in MSWord format using ASA style); Prizes: 1st=\$250.00, 2nd=\$150.00, 3rd=\$100.00 (checks will be mailed to students within 30 days of conference conclusion). Winners must be present to present papers during the Anna Harvin Grant Paper Session.

SIGNATURES

I attest that the submission is solely my creation. Proper citations are provided for all references. I authorize the review committee to read and assess this manuscript for competition in the Anna Harvin-Grant Undergraduate Paper competition of the Family Institute Conference at Morehouse College. I acknowledge that acceptance of this manuscript does not mean that I am a place winner of the competition. I understand that the paper will be judged on its own merit in competition with other manuscripts received. I further understand that prize monies DO NOT have to be awarded at any level if the review committee deems none meritorious among those manuscripts received by the deadline.

Signature of applicant:	Date:
-------------------------	-------

I have read and believe this paper to be the sole authorship of the student submitting.

Signature of sponsoring professor/faculty:	Date:
--	-------

Join us!

*Alpha Kappa Delta's
Teaching and Learning Event
at the annual SSS Annual Meeting*

Are you looking for ways to increase student learning without exhausting yourself in the process?

Join colleagues interested in teaching pedagogy, practical application, and the scholarship of teaching and learning from a variety of academic settings in a two-day workshop designed to expose the inner workings of course design, student engagement, meaningful learning, and effective assessment. Participants will craft a unique workshop experience from a selection of roundtable discussions best suited to their individual interests and needs. Time will be allocated for networking with colleagues interested in sharing ideas, gaining support, and building collaboration, so participants are encouraged to bring business cards to share. We hope to see you there!

Date: Wednesday, March 29, 2017 (full day)

Location: Hyatt Regency—Greenville, SC

Thanks to a generous grant from Cengage, all registered participants will have the cost of their hotel room on Tuesday night, 3/28 covered by Cengage. More details will be in the Cengage webpage launch.

Funding Available!

AKD will fund five fellowships to support attending the Teaching and Learning Event. Up to \$500 will be awarded to offset travel costs.

Application deadline: 2/15

For more information about the workshop and/or the AKD Fellowship, visit:

alphakappadelta.org/AKD_TLEvent.html

or contact Jeff Chin at akd@lemoyne.edu

New Directions in Critical Race and Ethnic Studies Conference

April 27 – 29, 2017

Call for Papers

Critical race theory has transformed how scholars and activists study and understand race in the United States and beyond. Its tenets draw attention to the structural bases of race and ethnicity and its practical consequences, the role of intersectionality in producing inequality, and how racial projects are formed and altered. Few intellectual movements have so radically shaped how we think about racial inequality.

The New Directions in Critical Race and Ethnic Studies conference will focus on the legacy, contributions, and future of critical approaches to the study of race and ethnicity; particularly, the role of critical race and ethnic studies in promoting social justice.

We are currently accepting abstract submissions of no more than 200 words. All submissions must be received by February 1, 2017. Please send abstracts to criticalracesoc@utk.edu.

Potential topics include:

- Capitalism
- Colorblindness
- Diversity
- Global racism
- Immigration
- Institutions
- Intersectionality
- Legal vs. sociological critical race theories
- Permanence of racism
- Policing
- Racialization processes
- Racism on campus
- Revisionist history
- Scholarly activism
- Science
- Social media
- Social movements
- The state
- Whiteness
- #BlackLivesMatter

We welcome both young and established scholars, as well as activists, to submit an abstract or attend the conference and engage in these important conversations. Registration is free and will be available soon. Learn more by clicking [here](#).

Russell Sage Foundation
Summer Institute Announcement
Summer Institute in Computational Social Science
(6/18 - 7/1/2017)

Application Deadline: February 19, 2017

The Russell Sage Foundation will sponsor the first summer institute in Computational Social Science in June 2017 at Princeton University. The purpose of the Summer Institute is to introduce graduate students and beginning faculty in the social and data sciences (broadly conceived) to computational social science—the use of digital-age data sources and methods to conduct social research. The intensive program will involve lectures, group problem sets, and student-led research projects – topics covered will include text as data, website scraping, digital field experiments, non-probability sampling, mass collaboration, and ethics. There will also be outside speakers with relevant expertise from academia, industry, and government.

Detailed information about the summer institute and submitting an application can be found here: <http://www.russellsage.org/summer-institute-computational-social-science>.

Questions should be directed to Matt Salganik and/or Chris Bail at rsfcompsocsci@gmail.com.



Russell Sage Foundation
Summer Institute Announcement
Summer Institute in Social-Science Genomics
(June 11-23, 2017)

Application Deadline: February 13, 2017

The Russell Sage Foundation will sponsor the second Summer Institute in Social-Science Genomics in June 2017 in Santa Barbara, California. The purpose of this two-week workshop is to introduce graduate students and beginning faculty in economics, sociology, psychology, statistics, genetics, and other disciplines to the methods of social-science genomics—the analysis of genomic data in social science research. The program will include interpretation and estimation of different concepts of heritability; the biology of genetic inheritance, gene expression, and epigenetics; design and analysis of genetic-association studies; analysis of gene-gene and gene-environment interactions; estimation and use of polygenic scores; as well as applications of genomic data in the social sciences.

Detailed information about the summer institute and submitting an application can be found here: <http://www.russellsage.org/summer-institute-social-science-genomics>.

Questions should be directed to Dan Benjamin at RSF.Genomics.School@gmail.com.

Highlights from *Social Currents* 3(3)

In this new section of TSS, graduate student editor Josephine McKelvy (NC State) highlights four articles from a recent edition of the Society's official journal, *Social Currents*.

Preiss, Doreet Rebecca, Arum, Richard, Edelman, Lauren B., Morrill, Calvin, and Carolyn Tyson. 2016. "The More You Talk, the Worse It Is: Student Perceptions of Law and Authority in Schools." *Social Currents* 3(3):234-255. [[Link to abstract](#)] Based on data from the School Rights Project (SRP), the authors' mixed-methods study (comprising ordered logit regression models and analysis of complementary in-depth interview data) revealed that students' awareness of legal recourse in school disciplinary processes was negatively associated with their perceptions of how fair their high schools are, in terms of rule enforcement. For instance, students who felt entitled to privileges (e.g., using cellphones, freedom from the dress code) as well as legal rights outside of school (e.g., free speech) tended to report their schools as unfair in enforcing rules. Interestingly, students' experiences with school punishments did not affect their awareness of due process in their schools.

Kissane, Rebecca Joyce and Sarah Winslow. 2016. "Bonding and Abandoning: Gender, Social Interaction, and Relationships in Fantasy Sports." *Social Currents* 3(3):256-272. [[Link to abstract](#)] Kissane and Winslow argue that fantasy sports leagues are another arena for doing gender, despite the sport's potential for gender neutral participation. The authors use additive regression models and an inductive approach to analyze data from an online, mixed-methods survey (comprising quantitative and open-ended questions) and found that men tend to use fantasy sports to bond with other men through competitive bragging rights, while women tend to use fantasy sports to shore up intimacy or social knowledge in their relations with other men. Despite the perks of keeping in touch with old (male) friends, relatives, and coworkers, fantasy sports can also—ironically—lead to relationship tensions when participants spend less time with or lash out at their families when their team isn't doing well.

Valentino, Lauren, Moller, Stephanie, Stearns, Elizabeth, and Roslyn Mickelson. 2016. "Perceptions of Future Career Family Flexibility as a Deterrent from Majoring in STEM." *Social Currents* 3(3):273-292. [[Link to abstract](#)] Surveying college seniors in the University of North Carolina (UNC) system, the authors use multinomial logistic regression models to predict if students' anticipation of a family-friendly culture in their future career affected their decision to major in 1) a non-STEM field, 2) a biological science field, or 3) a PSE STEM field (e.g., a major in the physical sciences, technology, engineering, math), and if gender moderated this relationship. The authors found that men and women did not differ significantly in these work/family considerations and college major decisions, signally progress in the stalled gender revolution. However, PSE STEM majors tended to be less concerned with family flexibility, while students who did consider family flexibility in their future careers were less likely to major in a PSE STEM field (excluding biology) or were more likely to switch out of a STEM major, net of their STEM aptitude.

Sumerau, J.E., Cragun, Ryan T., and Lain A.B. Mathers. 2016. "Contemporary Religion and the Cisgendering of Reality." *Social Currents* 3(3):293-311. [[Link to abstract](#)] To examine how transpeople experience cisnormativity in religion—and how religious leaders and members enforce gender conformity that is congruent with one's sex—the authors analyze the open-ended survey data of former and current Mormons who identify with a social gender that does not match with their biological sex, who identify with both genders, or who identify with neither gender. The authors identify three interlocking processes whereby 1) origin stories, segregated activities, and excommunication symbolically and physically *erase* transgender existences from church ideology; 2) gendered activities and monitoring *mark* transgender bodies as cisgender or engender feelings of anger, anxiety, and guilt; 3) excommunication and ridicule *punish* gender nonconformity to maintain symbolic boundaries in churches. This study serves as an analytic case of generic processes that the authors call, "cisgendering reality," which can sensitize sociologists to question how dominant ideologies, like cisnormativity, marginalize subordinate groups.

Recent Publications from Our Membership

In this new section, graduate student editor Bradley Williams (George Mason University) shares recent member-submitted publications. To submit your publications, visit [here](#).

- Anthony, Amanda Koontz and William F. Danaher. 2015. "Rules of the Road: Doing Fieldwork and Negotiating Interactions with Hesitant Public Figures." *Qualitative Research* 16(4):392–410.
- Austin, Rachel L. and Clifton P. Flynn. 2015. "Traversing the Gap between Religion and Animal Rights: Framing and Networks as a Conceptual Bridge." *Journal of Animal Ethics* 5(2):144–58.
- Aysa-Lastra, Maria. 2016. "Immigrants' Experiences with Law Enforcement Authorities in Spain." Pp. 210–24 in *The Immigrant Other: Lived Experiences in a Transnational World*, edited by R. Furman, G. Lanphear, and D. Epps. New York: Columbia University Press.
- Aysa-Lastra, Maria and Lorenzo Cachón, eds. 2015. *Immigrant Vulnerability and Resilience - Comparative Perspectives on Latin American Immigrants During the Great Recession*. New York: Springer Publishing.
- Barrett-Fox, Rebecca. 2016. *God Hates: Westboro Baptist Church, American Nationalism, and the Religious Right*. Lawrence, KA: University of Kansas Press.
- Boyle, Kaitlin M. 2015. "Social Psychological Processes That Facilitate Sexual Assault within the Fraternity Party Subculture." *Sociology Compass* 9(5):386–99.
- Boyle, K. M. and A. E. McKinzie. 2015. "Resolving Negative Affect and Restoring Meaning: Responses to Deflection Produced by Unwanted Sexual Experiences." *Social Psychology Quarterly* 78(2).
- Boyle, Kaitlin M. and Lisa Slattery Walker. 2016. "The Neutralization and Denial of Sexual Violence in College Party Subcultures." *Deviant Behavior* 37(12):1392–1410.
- Bradley, Michael J., K. Joseph Berend, James N. Maples. 2016. "Identifying Resident Brewery Visitor's Level of Community Attachment." *KAHPERD Journal* 54(1): 18-24.
- Bright, Candace Forbes. 2016. *Conceptualizing Deviance: A Cross-Cultural Social Network Approach to Comparing Relational and Attribute Data*. Lanham, MD: Rowman & Littlefield.
- Carter, Shannon K. and Amanda Koontz Anthony. 2015. "Good, Bad, and Extraordinary Mothers." *Sociology of Race and Ethnicity* 1(4):517–31.
- Carter, Shannon K. J. Scott Carter and Mamadi Corra. 2016. "The Significance of Place: The Impact of Urban and Regional Residence on Gender-Role Attitudes." *Sociological Focus* 49(4):271–85.
- Carter, Shannon K., Beatriz Reyes-Foster, and Tiffany L. Rogers. 2015. "Liquid Gold or Russian Roulette? Risk and Human Milk Sharing in the US News Media." *Health, Risk & Society* 17(1):30–45.
- Carter, J. Scott and Mamadi Corra. 2016. "Racial Resentment and Attitudes Toward the Use of Force by Police: An Over-Time Trend Analysis." *Sociological Inquiry* 86(4):492–511.
- Damarin, Amanda K., Zack Marshall, and Lawrence Bryant. 2016. "Pragmatism, Activism, and Cynicism: Logics of Engagement with Community Action to Improve Lesbian, Gay, Bisexual, and Transgender (LGBT) Health." in *Special Social Groups, Social Factors and Disparities in Health and Health Care*, vol. 34, *Research in the Sociology of Health Care*, edited by J. Kronenfeld. Bingley, United Kingdom: Emerald Group Publishing Limited.
- Durán, Robert J. 2016. "No Justice, No Peace: Examining Controversial Officer Involved Shootings." *Du Bois Review: Social Science Research on Race* 13(1):61–83.
- Durán, R. J. and C. E. Posadas. 2015. "The Policing of Youth on the U.S.-Mexico Border: A Law Enforcement Perception of Leniency." *Race and Justice: An International Journal* 6(1):57–83.
- Elliott, Sinikka and Megan Reid. 2016. "The Superstrong Black Mother." *Contexts* 15(1):48–53.
- Gala, Don T. D. 2015. "Preparing Teachers to Maximize the Potential of Young Students with Gifts and Talents." in *Critical Issues in Preparing Effective Early Childhood Special Education Teachers for the 21 Century Classroom, Contemporary Perspectives in Special Education*, edited by F. E. Obiakor, A. Rieger, and A. F. Rotatori. Scottsdale, AZ: Information Age Publishing.
- Gala, Don T., D. S. O. Obi, F. E. Obiakor, and S. Magee. 2016. "Diversity, Technology, and Global Interactions: Educational Implications." Pp. 157–81 in *Diversity in education: An integrated framework beyond chalk and talk*, edited by A. Solomon. Ronkonkoma, NY: Linus Books.

Recent Publications from Our Membership

- Hurst, Allison L. and Sandi Kawecka Nenga. 2016. *Working in Class Recognizing-How Social Class Shapes Our Academic Work*. Lanham: Rowman & Littlefield.
- Ladd, Anthony. E. 2016. "Meet the New Boss, Same as the Old Boss: The Continuing Hegemony of Fossil Fuels and Hydraulic Fracking in the Third Carbon Era." *Humanity & Society* 24.
- Leebrick, Rhiannon and James N. Maples. 2015. "Landscape as Arena and Spatial Narrative in the New River Gorge National River's Coal Camps: A Case Study of the Elverton, West Virginia 1914 Strike." *Southeastern Geographer* 55(4): 474-494.
- Mann, Emily S. 2016. "Latina Girls, Sexual Agency, and the Contradictions of Neoliberalism." *Sexuality Research and Social Policy* 13(4):330-40.
- Milner, Adrienne N. and Jomills Henry Braddock II. 2016. *Sex Segregation in Sports: Why Separate Is Not Equal*. Santa Barbara, CA: ABC-CLIO.
- Nelson, Jennifer L. and Amanda E. Lewis. 2016. "I'm a Teacher, Not a Babysitter?: Workers? Strategies for Managing Identity-Related Denials of Dignity in the Early Childhood Workplace." Pp. 37-71 in *Research in the Sociology of Work*, vol. 29, *Research in the Sociology of Work*, edited by S. Vallas. Bingley, United Kingdom: Emerald Group Publishing Limited.
- Nowakowski, Alexandra C. H. 2016. "Hope Is a Four-Letter Word: Riding the Emotional Rollercoaster of Illness Management." *Sociology of Health & Illness* 38(6):899-915.
- Pfeffer, Carla A. 2017. *Queering Families: The Postmodern Partnerships of Cisgender Women and Transgender Men*. New York: Oxford University Press.
- Poulson, Stephen C. 2016. *Why Would Anyone Do That?: Lifestyle Sport in the Twenty-First Century*. New Brunswick: Rutgers University Press.
- Reid, Julie A., Gretchen R. Webber, and Sinikka Elliott. 2015. "It's Like Being in Church and Being on a Field Trip: The Date Versus Party Situation in College Students' Accounts of Hooking Up." *Symbolic Interaction* 38(2):175-94.
- Reyes-Foster, Beatriz M., Shannon K. Carter, and Melanie Sberna Hinojosa. 2015. "Milk Sharing in Practice: A Descriptive Analysis of Peer Breastmilk Sharing." *Breastfeeding Medicine: The Official Journal of the Academy of Breastfeeding Medicine* 10(5):263-69.
- Risman, Barbara J. 2015. *Families as They Really Are*. New York: W. W. Norton & Company.
- Risman, Barbara J. and Shannon N. Davis. 2015. "Feminists Wrestle with Testosterone: Hormones, Socialization and Cultural Interactionism as Predictors of Women's Gendered Selves." *Social Science Research* (49):110-25.
- Risman, Barbara J, Timothy Adkins, Paula England, and Ford, Jessie. 2015. "Student Bodies: Does the Sex Ratio Matter for Hooking Up and Having Sex at College?" *International Journal of Electrical Engineering Education* 2(2):144-62.
- Sharp, Ryan L., Justin D. Kurtz, and James N. Maples. 2016. "Wilderness Overrun? A Comparative Analysis of Campsites and Rockshelters in the Clifty Wilderness." *International Journal of Wilderness* 22(1): 16-21.
- Smith, Jason A. 2015. "Book Review: The White Savior Film: Content, Critics, and Consumption." *Humanity & Society* 39(1):112.
- Smith, Jason A. 2016. "Mutating Minorities: White Racial Framing and Group Positioning." Pp. 179-292 in *The X-Men Films: A Cultural Analysis*. Lanham: Rowman & Littlefield.
- Smith, Jason A. 2016. "The 'Technique' of Blackface - Cyborgology." *Cyborgology*. Retrieved December 17, 2016 (<https://thesocietypages.org/cyborgology/2016/05/02/the-technique-of-blackface/>).
- Smith, Jason A., Bhoomi K. Thakore, Robin R. Means Coleman, and Charlton D. McIlwain, eds. 2016. *Race and Contention in Twenty-First Century U.S. Media*. New Brunswick, NJ: Rutgers University Press.
- Smith, Jason A., Mark Lloyd, and Victor Pickard. 2015. "COMPASS| Communication in Action: Bridging Research and Policy — Introduction." *International Journal of Communication* 9:3.

Recent Publications from Our Membership

- Sumerau, J. E. 2016. "‘They Just Don’t Stand for Nothing’: LGBT Christians’ Definitions of Non-Religious Others." *Secularism and Nonreligion* 5(8):1–12.
- Sumerau, J. E., Nowakowski, Alexandra C. H., and Katelyn Y. Graves. 2016. "Mediation Analysis of Relationships between Chronic Inflammation and Quality of Life in Older Adults." *Health and Quality of Life Outcomes* 14:46.
- Sumerau, J.E., Alexandra C.H. Nowakowski, and Lain A.B. Mathers. 2016. "None of the above: Strategies for Inclusive Teaching with ‘Representative’ Data." *Teaching Sociology* 44(2):96–105.
- Sumerau, J. E., Lain A.B. Mathers, and Ryan T. Cragun. 2016. "‘Can’t Put My Finger on It’: A Research Report on the Non-Existence and Meaninglessness of Sin." *The Qualitative Report* 21(6):1132–44.
- Sumerau, J. E., Ryan T. Cragun, and Lain A. B. Mathers. 2015. "Contemporary Religion and the Cisgendering of Reality" *Social Currents* 3(3): 293-311.
- Trivette, Shawn A. 2015. "How Local Is Local? Determining the Boundaries of Local Food in Practice." *Agriculture and Human Values* 32(3):475–90.
- Ward, Matthew. 2016. "Opportunity, Resources, and Threat: Explaining Local Nativist Organizing in the United States." *Sociological Perspectives* 1–20.
- Ward, M. 2016. "Rethinking Social Movement Micromobilization: Multi-Stage Theory and the Role of Social Ties." *Current Sociology* 64(6):853–72.
- Ward, Matthew and Daniel E. Martinez. 2015. "Know Your Enemy: How Unauthorized Repatriated Migrants Learn About and Perceive Anti-Immigrant Mobilization in the United States." *Migration Letters* 12 (2):137–51.
- Weeber, Stan C. 2015. "Fast and Slow Capitalism After Hurricane Sandy." Pp. 103–25 in *Savage Sand and Surf: The Hurricane Sandy Disaster*. Lanham: University Press of America.
- Weeber, Stan. 2016. "Nodes of Resistance to Green Grabbing: A Political Ecology." *Environment and Social Psychology* 1(2):116–29.
- Wingfield, Adia Harviey and Taura Taylor. 2016. "Race, Gender, and Class in Entrepreneurship: Intersectional Counterframes and Black Business Owners." *Ethnic and Racial Studies* 39(9):1676–96.

SSS Job Link

Sociology Departments and other entities wishing to advertise positions may do so by [paying online](#) or by sending a check payable to the Southern Sociological Society to:

David L. Brunsmas, Executive Officer
Southern Sociological Society
560 McBryde Hall – MC 0137
225 Stanger Street
Blacksburg, VA 24061

For a charge of \$75 we will: 1) host the job advertisement on our website and 2) send the advertisement throughout our membership distribution lists.

Please email the text for the ad to our [webmaster](#). All job postings will appear online within seven days of receipt and will remain on our site until the application deadline. Job postings with no specified application deadline will remain on our site until May 1st of the academic year within which the search takes place.

For more information or if you have any questions, contact [David Brunsmas](#).

The Southern Sociological Society (SSS) is a non-profit organization that seeks to promote the development of sociology as a profession and scientific discipline by the maintenance of high academic professional and ethical standards and by encouraging:

- (a) effective teaching of sociology;
- (b) valid and reliable methods of research in the study of human society;
- (c) diffusion of sociological knowledge and its application to societal problems;
- (d) cooperation with related disciplines and groups;
- (e) recruitment and training of sociologists; and
- (f) development of sociology programs in educational and other agencies.

Members receive online access to *The Southern Sociologist* and *Social Currents*: The Official Journal of the Southern Sociological Society. An annual meeting is held in the spring, usually mid-April.

Membership is open to any person who can assist in promoting the objectives of the society. Persons wishing to join SSS may send dues directly to the Executive Officer. Please include your name, address, phone number, and institution.

The membership year is July 1 through June 30.

Membership classes and annual dues are:

Sustaining.....	120.00
Regular	60.00
Emeritus.....	no cost
Student	25.00
Department.....	varies by institution type

Dues, subscriptions, membership inquiries, and address changes should be addressed to:

Dr. David L. Brunsmas
Executive Officer
Southern Sociological Society
560 McBryde Hall (0137)
Blacksburg, VA 24061

Pay online at: <https://www.cart.southernsociologicalsociety.org/>



THE SOUTHERN SOCIOLOGIST

James N. Maples, PhD
Editor, *The Southern Sociologist*
Assistant Professor of Sociology
Eastern Kentucky University
521 Lancaster Ave, Keith Bldg 223
Richmond, KY 40475
Office: 859-622-1389

The Southern Sociologist (TSS) is the official publication of the Southern Sociological Society. It is typically published electronically four times a year in the months of May, September, January, and March. The purpose of TSS is to report the news, announcements, and information of interest to the profession and to serve as a medium of communication for the SSS membership on issues affecting the profession.

CONTRIBUTE TO TSS

To bring you the news, I need your news! Please send any news of your department and/or colleagues for possible publication in TSS. Articles pertaining to the state of the profession or the discipline are also welcome. To appear in TSS, submissions should be sent to James Maples (James.Maples@eku.edu) by the publication deadlines below.

The editor reserves the right to publish or not to publish any submission. Also, there may be times when submissions need to be edited in conjunction with the author.

Publication Deadlines

- May 10
- August 10
- December 10
- February 10

