The Southern Sociologist

The Newsletter of the Southern Sociological Society

Volume 50

Number 2      Fall 2018

From Society President
Toni Calasanti

The start of an academic year tends to combine excitement with exhaustion. The emotional energy that I expend teaching, research and writing are returned in the pleasure of seeing “aha” moments in the classroom or experiencing them myself as I work. Such moments of insight or small changes in how we understand the world boost the desire to keep going. They also remind me of the responsibility we have to give students and the broader public the tools needed to analyze critically our world, in order to enact social change. And I recall that social justice is a process—a working toward improvement. Given the recent drift in our U.S. government, bearing in mind the dynamism of social life seems especially important.

Conferences restore us. These days, we seek energy to push back against the forces of reaction that overtly cage, silence, and otherwise marginalize groups. Our desire to enlighten, to work for social change, and to remember that people and societies are dynamic shapes the choice of the theme for the 2019 meetings, “The challenge of intersectionality:

(Continued on page 2)
Who and what are missing?" This approach to scholarship and practice may be as important as ever, and as such bears discussion and greater understanding. Intersectionality has arisen to the status of buzzword in many fields (Davis 2008), often at the expense of the aims of those who created it. What intersects? What systems of inequality should we include, and how do we choose? Is it context-specific? What inequalities have gone missing from our work, and why? What methods or methods are best suited, and to what questions? What is the point of such scholarship and practice, beyond advancement of careers of those who do it? Consensus on such questions is unlikely, but discussion is needed.

I am inviting keynote speakers (more about that soon) who will speak to these issues, and I have chosen topics for two mini-conferences—one on health disparities, and another on age and inequalities—with an eye toward this conversation as well. Also, we are working on a networking mixer, whereby graduate students and junior faculty can meet and interact with more senior scholars over coffee or something similar. More details to come!

The call for papers for the 2019 meeting in Atlanta appears below, and the submission portal will open September 1. The Program Chair, Amanda Koontz (University of Central Florida), and Program Committee will organize sessions related to the theme, but we also welcome submissions from across the wide range of work and practice that makes up our field. We hope that many of you will submit proposals to be a part of the intellectual exchange that makes the SSS meetings so exciting!

Toni Calasanti
Virginia Tech

Works cited:
Letter from the Editor, James N. Maples:

I’m extraordinarily fortunate and thankful to have an amazing team of graduate student editors. They make TSS (particularly the new content) possible. It’s that sad time of year when a few of my editors will be leaving me for bigger and brighter things. This time, Josephine McKelvy (North Carolina State University) and Kaitlyne Motl (University of Kentucky) are wrapping up their runs with TSS. I’m so glad to have worked with them! Josephine is finalizing her dissertation and will be hitting the job market, while Kaitlyne has finished her dissertation and accepted a visiting assistant professor position at Georgetown College.

I’m pleased to share that a few familiar faces are sticking around to help me. Harry N. Barbee (Florida State University), Nadya Vera (University of Tennessee), Della Winters (University of Tennessee), and Erik Withers (University of South Florida) are all staying on board for another year.

That also means I’m announcing a new call for graduate student editors willing to serve TSS. Look for that in this edition, along with news about the upcoming conference, a useful teaching note from Richie Zweigenhaft (Guilford College), membership news, highlights from Social Currents, news from SWS-S and more! I hope your semester is going well!

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
Josephine McKelvy (North Carolina State University): Highlights from Social Currents
Kaitlyne Motl (University of Kentucky): State and Regional Sociological Societies News
Nadya Vera (University of Tennessee): General Editor
Della Winters (University of Tennessee): SWS-South News
Erik Withers (University of South Florida): Membership News
Hello! My name is Harry Barbee and I am a doctoral candidate at Florida State University. I am thrilled to be entering my third year of service as a graduate student editor. My research aims to better understand how people reproduce and resist inequality, particularly within the realms of gender, sexuality, and medicine. For my dissertation, I am conducting interviews with individuals of various gender and sexual identities to examine potential differences in their perceptions of aging—for example, their aging anxieties, attitudes about later life, and age identities. Although perceptions of aging are strong predictors of our well-being, they have received little research attention, particularly focusing on variation by gender and sexuality. I recently finished a manuscript that explores how nonbinary people (individuals who do not exclusively or consistently identify as women or men) use discourse and embodiment to navigate a world that assumes they do not exist, and the emotional dilemmas that follow. I also have a forthcoming article in *Sociology Compass* that analyzes the Sleep Industrial Complex. I hope you’ll check it out!

Della Winters is a Ph.D. student at the University of Tennessee-Knoxville studying Criminology and Reproductive Justice. She earned a master’s degree in Sociology from Ohio University where she focused on the impact of parenthood status on faculty trajectory for female faculty members. Della is currently exploring the role of long-acting reversible contraceptives (LARC) among marginalized populations in East Tennessee. When she is not preparing for her comprehensive exam, you can find her hiking the trails with her dog, Lucy.
The Challenge of Intersectionality: Who and What are Missing?

82nd Annual Meeting of the Southern Sociological Society
April 10th – April 13th, 2019

The Whitley
3434 Peachtree Rd. NE
Atlanta, GA 30326

President: Toni Calasanti, Virginia Tech
Program Chair: Amanda Koontz, University of Central Florida

Theme
Our theme for the SSS 2019 meeting in Atlanta is “The challenge of intersectionality: Who and what are missing?” We will talk about what intersectionality means, which groups/systems of inequality our research includes and which it does not (and why), what approaches and methods best illuminate inequalities, and how we do intersectional analysis of our data. Such large questions pertain to what many of us do, but we welcome submissions that reflect all areas of sociological interest. SSS remains committed to including all types of sociology and sociologists, and we encourage all to be a part of this larger conversation.

Submission Details
Submission Deadline: November 1, 2019
There are 3 primary submission types:
(1) Individual Papers: You may submit extended abstracts of individual papers for inclusion in a regular paper session. These abstracts will be organized into sessions by the program committee members on the basis of common themes. All regular paper submissions should include: (a) the title of the paper,* (b) names, affiliations, and contact information for each author,* and (c) an extended abstract (see description below). Extended abstracts should be approximately 400-450 words (max. 450 words) and organized with the following three section headings: Objectives, Methods, and Findings. If these headings do not apply, be sure to clarify your objectives and contributions, providing the information that is relevant to your submission, and stating your primary argument. The program committee will assign individual paper submissions to a regular paper session, a roundtable, or a poster session.

(2) Poster Presentations: You may submit abstracts for inclusion in a poster session. All poster submissions should include: (a) the title of the paper,* (b) names, affiliations, and contact information for each author,* and (c) a brief abstract. Posters should display relevant objectives, theory, methods, results, and conclusions in a way that is accessible (readable from a distance

(Continued on page 6)
of six feet) and visually appealing.

*Note that information provided here is what will appear in the program. Thus, do not use all caps for the title (only capitalize first letters); and include your name and affiliation exactly as you want it to appear in the program.

(3) Full session proposals (proposed sessions with proposed presenters/panelists): All complete session proposals must include a short abstract (max. 450 words) detailing the theme of the proposed session. If the session is being submitted on behalf of an SSS committee, include this information in the session description. Additionally, you must include full details for all the included participants (see number 1 above). This includes the presider and organizer, in addition to the presenters or panelists, and discussant, if included. All submitted paper and panel sessions should include at least 4, and not more than 5, presenters. Author Meets Critics (AMC) sessions will go to the program chair for consideration. AMC sessions can be self-nominated; and should include 3 – 4 potential “critics.” Submissions should also include a brief description of the session’s potential broad appeal and/or connections with the meeting theme. Note that the number of both AMC sessions and Workshops will be limited by room constraints.

Submission and Registration Procedures

**Join/Renew SSS Membership Dues**
With the exception of undergraduate observers and undergraduate affiliates of SSS Departmental Member Departments, anyone attending the meeting or participating in the program must be current dues-paying members of SSS.

**Pre-Register**
All program participants (presenters, presiders, discussants, panelists, etc.) must be registered for the annual meeting. Please note that conference attendees are strongly encouraged to Pre-Register for SSS2019 on or before March 1, 2019. Those who register after this date will pay On-Site Registration fees. Note: You may join SSS/Renew your dues during the Pre-Registration process.

**Submit** your paper, poster session, or full sessions. All submissions must include the title, extended abstract, author names and contact information as noted above. Submissions must be received by the deadline, November 1.

**Book your room at the Whitley.** Members can follow the embedded link or call (404) 237-2700 and reference “Southern Sociological Society” to receive the conference rate. In recent years, we have needed multiple overflow hotels, so please book as soon as possible. The SSS conference rate for rooms is $209 per night. Deadline for booking within the SSS Annual Meeting room block is March 19th, 2019.

*(Continued on page 7)*
Limitations on Program Appearances
Because meeting rooms and time slots are limited, participants may serve in no more than two presentation roles (author of a paper, panel participant, workshop leader, poster presenter, etc.). There are no restrictions on the number of times a participant may serve as a session presider or discussant.

Audio-Visual Equipment
LCD projectors with VGA and HDMI connectivity will be available for all panel and paper presentations to facilitate computer-based presentations. However, presenters and/or panel organizers are required to bring their own computers. Adapters will not be provided.

For more information, please go to the Southern Sociological Society Meeting page.
Please direct conference program questions to program@southernsociologicalsociety.org.

(Continued from page 6)

The Southern Sociologist
Call for Graduate Student Editors

The Southern Sociologist (TSS) is now accepting applications for graduate student editors for the following positions:

◊ Social Currents News
◊ New Column Development
◊ Regional Society News
◊ Print/Web Design Editor

In this position, students will be working closely with the editor to operate an assigned section or component of TSS or to develop new content. Student editors will be responsible for meeting quarterly publication deadlines and assisting with copy editing. Student editor appointments are for one year (four editions, from 50:3 to 51:3) with the TSS editor’s option to renew annually.

This is a great opportunity to serve our Society, get your name out there for the job market, and add service to your cv! I will also feature each graduate student in an edition of TSS. Applications are due by October 15, 2018 and will be reviewed on a rolling basis.

Send your letter of interest and cv to the editor at jamek.maples@eku.edu. If you would also like to suggest a new section for TSS (which is encouraged!), please include a description of your proposed new section.
Teaching Note
A Required Office Visit: A Simple Assignment with Multiple Benefits
Richie Zweigenhaft
Charles A. Dana Professor of Psychology
Guilford College

For some years now, I have required a simple assignment in many of my classes. I ask my students to come visit me for five minutes during my office hours within the first three weeks of the semester. It counts for some credit, though not a lot -- the equivalent of a five-point quiz, maybe one percent of their final grade. There is no agenda, but a chance for me to get to know each student personally in a one-on-one setting. Whatever they want to share with me, or ask me, is fine. I tell them that if they last all five minutes, they will get all five points; if they only last four minutes, four points; three minutes, three points, etc. Students always last five minutes, and many stay a good bit
longer than that.

I enjoy these conversations and learn things about the students I might not otherwise know: their hobbies, musical tastes, favorite teams, family dynamics, learning differences, whatever they choose to share with me. As a result, when I look out at the group of students, I see individuals, and not just a class.

Not everyone comes for the visit. Some plan to, and just forget, while others probably find it more personal a conversation than they want to have with an old guy who has been teaching forever. Although I include this assignment on the syllabus, and I describe it in class on the first day, I typically do not mention it again, not even as the deadline approaches. Still, far more come for the visit than before I required it, when some students would come by during office hours, and typically would do so only to focus on course content, such as tests or papers.

Over the last few years, about 60% of the students in those classes fulfilled the assignment and came for the visit. It became clear to me early on that whether or not a student completed the assignment was a good predictor of how well that student would do in the class -- not because I favored them (as far as I could tell) but, more likely because it was an indirect indicator of conscientiousness, motivation, or both.

I decided to look at this systematically. Because it was part of their grade, I recorded whether or not they came for the visit, but I also recorded the order in which they visited (who came first, and who came second, all the way to those who came on the last possible day). I also recorded their gender, and whether or not they played on a varsity team.

When I combined the data from five recent classes (n=115), there was a significant correlation between whether or not they had visited (coded simply as 0 or 1) and their final average in the class (r=.44, p<.001). Looked at another way, the 69 students who came to my office to see me had a final average of 84.8, a B, and the 44 students who had not come to see me had an average of 75.4, a C (t=5.08, df=111, p<.001). The order in which they came for their visit was not as good a predictor
of their final grade as whether or not they came for a visit.

The 65 women students did slightly better than the 48 men (final averages of 82.1 as opposed to 79.7), but the difference was not statistically significant. Whether or not the student played on a varsity team, however, was a significant predictor, almost as strong as whether or not they visited during my office hours ($r=.38, p<.001$). The 20 varsity athletes had a final average of 72.4, a C-, and the other 93 students had a final average of 82.9 ($t=4.36, df=111, p<.001$), a B- but almost a B. The athletes also less often come for the office visit ($r=.25, p<.006$).

Though it takes some time, I am convinced the assignment is worth doing. I think it makes the student more comfortable, not only interacting with me, but also participating in class discussions. These visits are mostly enjoyable social interactions, but they sometimes provide helpful information about how to work more effectively with different students; for example, students at times tell me about their learning differences.

I also learn something about those who don't visit: they are not especially motivated to spend time with me one on one, they may not be especially motivated to do well in my class academically, or they might just be quite busy (working at jobs while going to school or playing sports). If I want to get to know them, and want to motivate them, I need to employ additional strategies other than this office visit. I don't have a blanket assignment to recommend for getting to know these students better, or for helping them to do better in my classes, but I have identified them fairly early in the semester, and that is a start.
In this section, graduate student editor Della Winters (University of Tennessee) highlights the work of Sociologists for Women in Society-South.

Call for Graduate Student Paper Award on the Study of Gender:

This award is given in odd-numbered years by the Sociologists for Women in Society-South to a paper written by a graduate student in the field of the sociology of gender.

The purpose of this award is to encourage and support graduate students’ scholarship focused on gender and to facilitate the publication process for the student. SWS-South will appoint a mentor to the awardee who will be available to assist the student in preparing the paper for publication in a peer-reviewed journal.

Eligibility: The paper may be co-authored, but only by another graduate student. Faculty-graduate student papers are not eligible. Papers that have previously appeared in publication are also not eligible. Nomination packets should be sent to the SWS-South Awards Committee Chair by January 15, 2018.

Nominees must be affiliated with SWS-South (if not a current member, join here).

Nominations: Self-nominations are accepted. Nominations are submitted electronically in one pdf document, and packets should include the following:

- One nomination letter detailing the merits of the nominee’s work,
- A copy of the paper to be considered for the award,
- The nominee’s current C.V.

The award winner will be recognized at the SWS-South business meeting, they will receive a check for $300.00, a plaque and a one-year membership to SWS-South. An article about the winner’s work will appear in the association’s newsletter and the recipient will be invited to present their work in a special SWS-South session at the following annual meeting (in 2020).

Please send all nomination packets by January 15 directly to the SWS-South Awards Committee Chair: Kris De Welde at deweldek@cofc.edu.

Q&A with Incoming SWS-S President, Dr. Marni A. Brown

This week I had an opportunity to talk with Dr. Brown about her vision as president of SWS-S.

Q: What brought you to this position? Not all faculty members pursue positions in (or are active in) professional organizations, so how did you get involved in SWS-S initially and what prompted you to pursue a leadership position within the organization?

Dr. Brown: I got involved with SWS-S about 8 years ago before running for vice president. Out-
going SWS-S President Dr. Denise Bissler did an excellent job working through the logistical and mechanical issues for SWS-S. However, knowing about my larger vision for the organization, Denise approached me about running for SWS-S president.

Q: Are there specific goals you have for your tenure as president of SWS-S? What do you most hope to accomplish or focus on?

Dr. Brown: I want to address the ways in which we can make the recruiting and membership process more inclusive. I would like to recruit members from schools that are not as present or visible at Southern’s or SWS-S, including HBCUs, All Women’s Institutions, and small/community colleges. This list can include Spellman, Morehouse, Clark Atlanta, and Agnes Scott—schools that might be on the margins when it comes to attending Southern’s and feel like SWS-S is a place for them and an organization that can support their efforts. Right now, SWS-S focuses on recruitment through the meeting, and there has never been a direct invitation to these schools. Changing these recruitment practices would, ideally, be reflected in the membership numbers and the diversity of the membership.

Another goal for this upcoming year begins with focusing on the creation of programs that are intersectional—not just focusing on gender in the SWS-S programming. Dr. Adia Harvey Wingfield, outgoing president of SWS national, and Dr. Tiffany Taylor, incoming president of SWS national, have worked to develop and maintain a national framework that is set up to create safe spaces for folks to connect and network. Serving on the Southern’s ad hoc committee on sexual harassment, SWS-S could develop a chapter statement to be in support of the sexual harassment statements of Southern’s and SWS national. SWS-S can begin to think through: How can we create a safer environment? How do we combat sexual harassment at our meetings? SWS-S can better strategize how to protect members, and be in that conversation with Southern’s and SWS national.

Q: What do you want for SWS-S as an organization, more generally?

Dr. Brown: I have two primary visions for SWS-S. First, focus on framing out a relationship with nationals. For example, how does a regional chapter fit within a national organization? SWS-S is the largest, most-functional, and well-equipped regional chapter, and we need to think about how to use that model for other organizations. Secondly, make the organization more intersectional. Social networking helps folks get into positions but doesn’t intentionally work to recruit members from diverse backgrounds—which is reflected in the leadership. We need to reach out to find out how we can support others, hopefully by working on more intersectional recruitment of members to reflect more diversity in the leadership over time.

SWS nationals has been challenging for some to access in the past, for many reasons, one being that it can be difficult to travel to meetings if you have limited travel funds. In this way the regional chap-

(Continued on page 13)
lers can act as an extension of nationals. I would like to help foster a more nuanced relationship with nationals in order to benefit our members. I am also hoping that we can piggy-back on the great messaging coming out of nationals, including the use of intersectional practices. Our message should be more intersectional so no matter who you are, SWS-S is an organization that can benefit you. One example of how we are moving in this direction is that at the 2019 SSS meeting in Atlanta, SWS-S will be partnering with SONG—Southerners on New Ground. Our fundraising efforts will directly go to SONG, an example of our ability to be more intersectional in practice.

Q: We all bring our own unique interests, skills, and experiences to any of our roles. What do you bring to the position of SWS-S President?

Dr. Brown: I would like to think that the way I teach and the work I produce is intersectional. I always try very hard in the design of my syllabi and in my pedagogy to consider the ways in which our social location is interlocked with our experiences and our perspectives. I would like to move that practice into the organization. There are good models for scholars at non-R1 schools or in non-tenure track positions to publish intersectional pedagogy, and a lot of people feel uncomfortable about belonging to the organization because they aren’t at a R1 or R2. SWS-S should reflect the diversity of where we work.

Some scholars teach at institutions where the students will be moving into the labor market as opposed to graduate schools, and that is reflected in the way we teach. SWS-S should be on the helping side of the trends of different needs so that members know the organization supports you and is there for you.

Q: When you reflect on your time as the President, what do you hope your legacy will be?

Dr. Brown: As a white, gay woman trying to do intersectional work, I try to make sure my privilege is in check. With that being said, I hope to be able to create an environment that is supportive and resourceful. I want for our members, no matter where they go to school or where they work, to feel like they can be a part of the organization. In the Spring of 2020, I hope to look back and SWS-S is more inclusive, more representative, and more diverse—that we have members from all different kinds of institutions. Even though we’re all doing our work in different ways, we can still come together. It is important that we find ways to share our knowledge and help each other and advancing our work. At next year’s meeting, we could have a gathering where people can share and work through some of the challenges we each experience. There’s nothing like connecting to other folks to find more space for us to share ideas, get to know one another, and work through struggles as we work toward being more inclusive and interactive.
CFP: Special Issue "Gender and Identity"

A special issue of *Social Sciences* (ISSN 2076-0760). This special issue belongs to the section "Gender Studies".

Deadline for manuscript submissions: **1 June 2019**

Guest Editor: Brandy L. Simula, PhD bsimula@emory.edu

Gender plays a critical role in identities and interactions across social settings. This Special Issue explores the intersections of gender and identity, focusing on how gendered identities are constructed, enacted, and navigated in a wide variety of social contexts, including but not limited to: education, workplaces, religious and spiritual life, politics, healthcare settings, and social movements. It examines how gender identity intersects with a range of other social identities and investigates the intersections between identities and inequality. It seeks to highlight a range of epistemological, methodological, and theoretical approaches to the study of gender and identity. Papers from a wide range of relevant social science fields are welcomed. Submissions that center the experiences of people of color and of trans, nonbinary, agender, disabled, and/or LGBQPIA people are especially encouraged. Submissions should engage with the existing literature on gender and identity and be written in a nontechnical style accessible to a broad interdisciplinary audience.

Manuscripts are invited on topics that include, but are not limited to:

- The social construction of gendered identities, including trans, genderqueer, non-binary, agender, bigender, gender fluid, and others
- Socialization to gendered identities over the life course
- The intersections of gender with other social identities (e.g., race, class, ability, sexual orientation, nation, religion)
- Gender identity-based social movements
- Examinations of the ways that gendered identities shape and are shaped by education, workplace, political, religious, healthcare, and other contexts and institutions
- Resistance to gender and gender-based identities

For more information and to submit a manuscript, visit [here](#).
GRANT WRITING WORKSHOP

What: The Department of Sociology and Anthropology at the University of Mississippi announces a grant writing workshop for junior scholars conducting research with underrepresented groups.


Where: University of Mississippi, Oxford campus.

To apply for the workshop, or to request more information, contact Kirk Johnson at KJOHNSON@OLEMISS.EDU and for a link to our latest workshop, click [here](#).

CALL FOR BOOK CHAPTERS

BLACK WOMEN & PUBLIC HEALTH: REGENERATIVE HISTORY, PRACTICE AND PLANNING

- Deadline: Tuesday, January 16, 2019
- 3000-4500 words (10-15 pages, including bibliography). APA citation
- Email contact@professorevans.net with subject line Black Women and Public Health
- Include 200-word bio and picture of author(s). Co-authored chapters are encouraged.

Call for Papers: Research in the Sociology of Health Care

*Underserved and Socially Disadvantaged Groups and Linkages with Health and Health Care Differentials*

Papers dealing with macro-level system issues and micro-level issues involving the socially disadvantaged and underserved and other social factors are sought related to health and health care differentials. This includes examination of health and health care issues of patients or of providers of care both in the United States and in other countries. Papers that focus on linkages to policy, population concerns and either patients or providers of care as ways to meet health care needs of people both in the US and in other countries are solicited. This volume will be published by Emerald Press.

The volume will contain 10 to 14 papers, generally between 20 and 35 pages in length. Send completed manuscripts or close to completed papers for review by December 3, 2018. For an initial indication of interest in outlines or abstracts, please contact the same address no later than November 1, 2018. Earlier inquiries are welcome and will be responded to when sent (in the summer, for example). Send as an email to: Jennie Jacobs Kronenfeld, Professor Emerita, Sociology Program, Arizona State University, (phone 480 991-3920; E-mail, Jennie.Kronenfeld@asu.edu). Initial inquiries by email are encouraged.
**ANNOUNCEMENTS AND SOCIETY NEWS**

**Fall Qualitative Inquiry Seminars**, October & November 2018, Carrboro, NC. Johnny Saldaña, Margarete Sandelowski and Alison Hamilton – three leading scholars in the field of qualitative inquiry – join with ResearchTalk to guide seminars on special topics. Johnny Saldaña will teach “Coding and Analyzing Qualitative Data” on October 15-16 and “Synthesizing Qualitative Data” on October 17. Margarete Sandelowski will teach “Writing Appealing Qualitative Research Reports” on October 29-30. Alison Hamilton will teach “Presenting Qualitative Results to Quantitative Audiences” on November 16. Participants may register for one, some or all 4 seminars. For more information, visit [here](#).

**Qualitative Inquiry Camp**, November 12-15, 2018, Carrboro, NC. The goal of this 3.5-day Qualitative Inquiry Camp is to focus attention on improving your ability to design and execute qualitative projects. ResearchTalk’s mentor team will help you work in a way that keeps you engaged and motivated through the life of your project. ResearchTalk mentors will emphasize strategies to employ openness, flexibility, and responsiveness in the design and execution of your projects. This approach will help you to understand how the conversations and interactions occurring during project design, data collection, analysis and write-up fit with what is currently known about, and practiced in, your field. For more information, visit our [website](#).

**Qualitative Design and Data Collection Camp**, March 11-14, 2019, Carrboro, NC. The main goal of this 3.5-day camp is to position you to develop an active and engaged posture toward designing and executing qualitative data collection projects. To accomplish this goal, ResearchTalk mentors will emphasize strategies to employ a posture of openness, flexibility, and responsiveness in interviews, focus groups, observation and online data collection. These engagement strategies will provide you with a checklist and action plan as you design your project and conduct fieldwork. For more information, visit [here](#).

**Qualitative Data Analysis Camp**, April 15-18, 2019, Los Angeles, CA. This 3.5-day camp fosters data-based decision-making, reflection and strategizing about your analysis approach with guidance from the ResearchTalk mentor team. Camp participants have the opportunity to spend time with their data with coaching from our team of experts and learn to be truly directed by data content using the Sort and Sift, Think and Shift analysis method. For more information, click [here](#).

If you would like additional information, please email [info@researchtalk.com](mailto:info@researchtalk.com)

---

**SWS-S Membership Information**

Sociologists for Women in Society – South (SWS-S) is a regional chapter of the national organization Sociologists for Women in Society. We sponsor research presentations, teaching sessions, and professional workshops at annual meetings. We host a silent auction that takes place during a coffee and dessert reception. The proceeds from the auction go to a local organization serving women in need.

Interested in joining? Our membership year runs from April 1 – March 31 and dues are relatively inexpensive ($15 for faculty; $5 for students and unemployed members).

You can [become a member online](#) or look for us at SSS!
Call for Papers: Research in the Sociology of Health Care

Underserved and Socially Disadvantaged Groups and Linkages with Health and Health Care Differentials

Papers dealing with macro-level system issues and micro-level issues involving the socially disadvantaged and underserved and other social factors are sought related to health and health care differentials. This includes examination of health and health care issues of patients or of providers of care both in the United States and in other countries. Papers that focus on linkages to policy, population concerns and either patients or providers of care as ways to meet health care needs of people both in the US and in other countries are solicited. This volume will be published by Emerald Press.

The volume will contain 10 to 14 papers, generally between 20 and 35 pages in length. Send completed manuscripts or close to completed papers for review by December 3, 2018. For an initial indication of interest in outlines or abstracts, please contact the same address no later than November 1, 2018. Earlier inquiries are welcome and will be responded to when sent (in the summer, for example). Send as an email to: Jennie Jacobs Kronenfeld, Professor Emerita, Sociology Program, Arizona State University, (phone 480 991-3920; E-mail, Jennie.Kronenfeld@asu.edu). Initial inquiries by email are encouraged.

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. Brunsma, 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 Brunsma.
Highlights from Social Currents

In this section of TSS, Graduate Student Editor Josephine McKelvy (NC State) highlights articles from a recent edition of the Society’s official journal, Social Currents.


Pullum presents data from ethnographic observations, interviews, and content analysis of campaign media during the short-term partnership between the Idaho Education Association (IEA) of education professionals and the grassroots group Idaho Parents and Teachers Together (IPATT) in their mutual opposition to the Luna Laws. These ballot initiatives proposed restricting worker’s rights for teachers, enforcing merit pay based on test scores, and increasing taxes for a technology initiative as opposed to teacher pay. The two social movement organizations (SMOs) found broad overlaps in issues and ideology (versus strategic tactics) against a broad threat that impacted many groups of people, while maintaining separate organizations in order to blunt the politicized rhetoric from each group’s opponents. They lessened the costs of a coalition when they pooled specific resources as necessary. They fostered trust when they showed that they valued and respected each other’s input and influence. Future research should focus on longitudinal and comparative studies to investigate the processes and conditions where intentionally limited coalitions benefit multiple SMOs.


The authors contend that moral values and social norms motivate behavior as much as—if not more than—individual rationality, specifically in the context of restaurant service. To examine the impact of morality on behavior, they conducted OLS, logistic, and ordinal regression models to predict instrumental behaviors (e.g., discriminating with better or worse service, based on tipping stereotypes; providing preferential care to regular customers; and giving away complimentary food, or “service sweethearting”) as well as emotional reactions (e.g., flirting with, venting about, or disrespecting customers), net of servers’ demographics, personality traits, tipping stereotypes, perceptions of costs for poor service, and adaptability in their work. They found that servers with higher moral commitments to service equality (MCSE) are less likely to report these acts in anonymous online surveys, even when these behaviors affect their tips. Future research should investigate other professions as well as alternative moral motivations like fairness, justice, reciprocity, and other facets of right/wrong behaviors.

Shuey, Kim M., Catherine Gordon, and Julie A. McMullin. 2018. “‘It’s the Lack of Structure that’s Causing the Problem’: Managerial Competence, the Treatment of Workers, and Job Stress in Precarious Firms.” Social Currents 5(3):264-282. [Link to abstract]

How are precarious work, management practices, and job stress related? The authors conduct a Qualitative Comparative Analysis (QCA) to (1) code core concepts in case study reports from sixteen small IT firms, creating typologies of conditions that are necessary and sufficient for each unique workplace circumstance, and (2) describe two firms that represent the exemplary cases of these typologies. They found that Management Citizenship Behavior (MCB) moderates the relationship between job insecurity and job stress in the knowledge economy of jobs for highly skilled, autonomous workers. The presence of MCB involves (1) managerial competence (e.g., well-kept and organized workplace, clear reporting structure, and clear lines of communication) and (2) treatment of workers (e.g., building trust and appreciation, allowing flexible hours, and setting reasona-
Workplaces with MCB were associated with higher rates of connectedness and happiness, net of pay, benefits, and risk tolerance. Future research should examine other variables in the context of organizations, such as various sectors and firm sizes.


The authors argue that religious experiences are not a monolith. Additionally, individual perceptions and regional contexts impact that experience. Using survey data from the GfK KnowledgePanel, they conducted logistic regression analyses to predict whether or not respondents perceived religious discrimination in the workplace, net of demographics associated with other forms of discrimination (Model 2) and religious expression and religiosity (Model 3). They found that Evangelical Protestants are less likely to perceive discrimination in the South compared to the West (H1, H4). Unaffiliated people are more likely to perceive discrimination in the South compared to the West (H6, H2). There was no significant difference in the regions where Non-Christians perceived religious discrimination, though regions with high concentrations of certain traditions (e.g., Judaism, Catholicism) indicated that religious enclaves can increase prejudice. As such conflict varies at a regional versus national level, these findings have implications for the theory of religious commitment where tension (e.g., discrimination) increases vow to one’s religion. Future research should investigate other contexts (e.g., urbanity, state-level culture) and experience—versus perception—of religious discrimination.


Do women and men both benefit from omnivorous conspicuous consumption of gendered high- and lowbrow products (e.g., bitter IPAs versus trashy lagers or fruity beers)? Darwin conducted a content analysis of 50 beer blogs to ascertain gender stereotypes about taste and tested these categories by surveying patrons in bars around New York for types of “masculine” and “feminine” beers and adjectives. The author finds that doing masculinity confers cultural legitimacy, but only for men. That is, only men can gain legitimacy in beer culture (by drinking the “right” kinds of beer) and gender capital (by doing masculinity “right”) simultaneously. As members of the dominant group, any type of beer that men drink is “right” or culturally legitimate, and each type reinforces a different kind of masculinity. Women, however, face a double bind of choosing between (1) cultural legitimacy when they transgress gender by drinking legitimate (i.e., more masculine) beers, or (2) erotic/gender capital when doing emphasized femininity by drinking, “girly beers” that hide the masculine taste of alcohol thus are less legitimate in the craft beer subculture. These gendered cultural value systems preserve the status quo of women’s subordination and men’s superiority, even within a context of gender-blind omnivorous consumption.
How many and what kinds of police interactions do LGB Chicagoans experience? And how do sexual identities intersect with race, class, and education? Using data from the 2014 Chicago Area Study, the authors conduct negative binomial regression models to predict the incidence rate ratios (IRRs) of police contact, net of race, age, income, education, sex, and partisanship. They found that black respondents and younger respondents were more likely than white respondents and older respondents, respectively, to report interactions with police (Model 1). Bisexual identification was associated with higher rates of police contact for white respondents, compared to respondents of color (Model 2). Income and educational attainment were not significantly associated with police contact, though higher income decreased the likelihood of contact for LG respondents (Model 3) while higher educational attainment increased the likelihood of (voluntary) contact for bisexual respondents (Model 4). These trends also generally applied to voluntary and involuntary police contact. Intersectionality should guide future research since the LGB community is necessarily monosexual (e.g., exclusively heterosexual or exclusively gay) or monolithic.


What does colorblind racial inequality in the housing market look like? Korver-Glenn collected ethnographic data from 125 fieldwork encounters with 10 real estate agents (REAs) and interviewed 49 homebuyers, sellers, and REAs in three urban neighborhoods. In the diverse and growing city of Houston, REAs use racially stratified social networks of clients and colleagues to reproduce racial segregation in housing, with or without intent. Through tie control, white agents made homophilic referrals to cultivate white professional networks that excluded minority agents from business. Because of commission-based pay structures, white agents also pursued more affluent homes as well as credit-qualified and more informed clientele, who are stereotypically white. These strategies lead to a more competitive pool of agents with better customer service for white homebuyers and sellers. Informal pocket listings for select clientele also constrained minority homebuyers’ access to the housing market and created racially disparate outcomes in housing, akin to racial steering. This study denaturalizes the everyday processes and mechanisms that reproduce inequality while future research can also measure the consequences of seemingly neutral practices with disparate impact.


What motivates women—and Hispanic women in particular—to start their own businesses? The authors conducted 21 semi-structured interviews with Latina business owners and community members, as well as 14 months of ethnographic fieldwork at various community events for entrepreneurs. They found that this population has limited employment opportunities and higher risk of layoffs in a labor market embedded in race relations. Latina entrepreneurs’ gendered capital also

(Continued on page 21)
constrains their investment opportunities in a masculinist financial market. This intersection of race and gender means that Hispanic women often rely on informal capital, such as the entrepreneurial succession of family businesses, to assimilate into the mainstream market. Class also mediated this entry as women with more racialized human capital (e.g., education, experience, but also history of family businesses and language proficiency) had more agency over their business decisions. In addition to structural barriers, Cameron and Cabaniss found that this group’s unique social location also catalyzes an agentic commitment to “social ventures and passion.” That is, Hispanic women also invest in their own businesses to promote social change or for personal fulfillment. Future research should further investigate the experiences of Latina entrepreneurs, such as their successes, challenges, and the outcomes of their business ventures.


What is the impact of social media on social movements when a state’s repressive efforts to raise the cost of protesting can backfire and mobilize collective action, especially in the initial stages of protest? The authors used logistic regression models to predict the odds of participation, using survey data collected one week into the Gezi Park Occupation in Istanbul. They found that backfire protesters who learned about the Gezi Park sit-ins via social media, as opposed to friendship networks, were more likely to join the public protests in response to police repression. The authors infer that social media can be an effective recruitment tool to communicate information and create a “moral shock” at repression. This pattern applied specifically to backfire protesters who are less politically engaged, less experienced, less connected, and thus less likely to participate without these sources of information. Future research should focus on how social movements leverage social media throughout a movement.

---

**Highlights from Social Currents**

(Continued from page 20)

---

**We Want to Hear About You!**

_The Southern Sociologist_ wants to help celebrate the Society’s amazing members. Each edition, we’ll list members’ recent publications, career updates, social activism, and more! But to do that, we need to hear from you!

You can submit your news and publications by using our convenient [online form](#). You can paste the work directly from your CV.

TSS is also happy to include write-ups for major events (such as faculty retirements and transitions) from our membership. Contact [TSS editor James Maples](#) for more information.
Recent News from Our Membership

In this new section, graduate student editor Erik Withers (University of South Florida) shares recent publications and news from our members. Click here to submit your news!

Journal Articles and Book Chapters

Environmental Sociology

Human Rights

International Migration

Latino/a Sociology

Medical Sociology


(Continued on page 23)
Recent Publications from Our Membership

(Continued from page 22)

Racial and Ethnic Minorities


Race, Gender, and Class

Books


Announcements and Awards

Dr. Mike L. Edmonds won the New Scholar Award in the College of Liberal Arts at the University of Mississippi.

Elizabeth Hordge-Freeeman was awarded the 2018 American Sociological Association (ASA) Section on the Body & Embodiment Best Publication Award for her book titled “The Color of Love: Racial Features, Stigma, and Socialization in Black Brazilian Families.”

Eileen O'Brien was promoted to full professor.

James N. Maples was promoted to associate professor and appointed sociology Program coordinator at Eastern Kentucky University.
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. Brunsma
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