Welcome to the fall edition of The Southern Sociologist. I am not particularly fond of pumpkin spice stuff, but I do love the crisper air and bountiful apples associated with this time of year. I have been working for a non-profit for a couple of years now, but it is hard to shake the sense (ingrained after many years on campuses) that the fall is a beginning of a new year.

Elsewhere in this newsletter, you will find our call for papers for the 2020 Annual Meeting in Jacksonville, Florida. Our Program Chair, Tanetta Andersson (Trinity College), and our Local Arrangements Chair, Laura Adkins (Jacksonville University) are working with their committees and others to put together an exciting program. Our meeting theme is Sociology in Action, and you’ll see much more detail about it in the call for papers here.

(Continued on page 2)
From Society President, Beth Rushing

The vibrancy and relevance of our 2020 meeting is entirely contingent on you – we need your proposals for papers, workshops, sessions, and social activities. If you have an idea for the program that doesn’t fit neatly into the categories programmed into the submission portal, send Tanetta an email to let her know what you’re thinking about.

Like other groups, the SSS recognizes the importance of continually working to make the environment of our meetings as inclusive and welcoming as they can be. Toward that end, I have appointed a Task Force on Diversity, Equity, and Inclusion that includes Lisette Garcia (Hispanic Association on Corporate Responsibility), Kecia Johnson (Mississippi State), and Kylie Parrotta (California Polytechnic State University). The charge for this task force is this:

The Southern Sociological Society’s Task Force on Diversity, Equity, and Inclusion will develop a set of strategies that the SSS can adopt to (a) ensure that the SSS membership and leadership engage with one another in ways that foster diversity, equity, and inclusion; (b) ensure that SSS meetings and conferences are marked by a welcoming and inclusive environment for all participants; (c) inform SSS members of ways they can employ effective practices of diversity, equity, and inclusion on their campuses, in their workplaces, and in their work in society. The Task Force will work with other committees and groups in the SSS and will report its progress to the Executive Committee of the SSS.

Please feel free to share your ideas and information with the members of this Task Force – we need this work to be as expansive as possible.

Beth Rushing
Appalachian College Association
Letter from the Editor, James N. Maples:

Printed syllabi. Lectures on Blackboard. Laser pointer has batteries. Extra supply of coffee. I am ready to start the fall semester.

In this edition of TSS, SSS President Beth Rushing shares the call for papers for our 2020 conference in Jacksonville, Florida. The theme will be *Sociology in Action*. Be sure to submit your papers, sessions, and more now. Also given that our conference hotel sells out every year, I’d suggest going ahead and booking a room, too.

I’m very excited to announce three new editors. First, **Kelsey Mischke** (NCSU) joins our team as *Social Currents* News and Highlights editor. (Thanks to *Social Currents* editors Martha Crowley and George Wilson for their support in getting this section back into TSS.) Second, **Manny Ramirez** (UConn) joins TSS to run our Membership editor’s desk. Be sure to send him updates on your recent publications. Third, I’m very pleased to add **Kyndall Tiller** (EKU) to the TSS main office as our first ever undergraduate editor. Kyndall will be interning at TSS for the 2019-2020 academic year. You’ll get to meet all three of our new editors in coming editions.

As always, send news our way. We are here to share it. For now, enjoy your semester. Remain focused on your students. Remember that all of us were once in their shoes.

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

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**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
**Walker Lee** (Valdosta State University): Student Life
**Kelsey Mischke** (North Carolina State University): News and Highlights from *Social Currents*
**Manuel A. Ramirez** (University of Connecticut): Membership News
**Kyndall Tiller** (Eastern Kentucky University): Undergraduate Editor
**Nadya Vera** (University of Tennessee): General Editor
**Della Winters** (University of Tennessee): SWS-South News
CALL FOR PAPERS

Sociology In Action

83rd Annual Meeting of the Southern Sociological Society
April 1 -- April 4th, 2020

Hyatt Regency Jacksonville-Riverfront
225 East Coastline Drive, Jacksonville, FL 32202

President: Beth Rushing, Appalachian College Association
Program Chair: Tanetta Andersson, Trinity College

THEME

The theme for the 2020 meeting is “Sociology In Action.” Our focus will be on the many ways that we can, should, and/or do utilize sociological knowledge, theories, and methods to address problems, policies, and practices in the world. Sociologists are well positioned to recognize critical problems and to identify effective solutions for them. Our students are increasingly eager to see the connections between what they learn in the classroom and what they experience outside. Wherever we work, sociologists rely on our disciplinary expertise to improve the lives and experiences of those we serve, to make good decisions and to work toward social justice. Our meeting will highlight the myriad ways that we engage sociological knowledge to remedy societal problems.

SUBMISSION DETAILS

Submission Deadline: November 1, 2019

There are three 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. Extended abstracts should be approximately 400-450 (max. 450 words) and organized with the following three section headings: Objectives, Methods, and Findings. While these section headings may not apply to all submissions, we expect objectives and contributions, and primary argument to be clear.
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 of six feet) and visually appealing. Easels, clips, and backing boards are provided. Your poster should not exceed 30” x 40”.

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 (or multiple committees), include this information in the session title. Additionally, you must include full details (submission title, submission type, abstract, exactly three keywords, first name, last name, institution, email, and position) for all participants. Participants include the presenter and organizer, in addition to the presenters or panelists, and discussant, if included. Author-Meets-Curious-Readers (AMCR) sessions spotlight books drawing broad enthusiasm across SSS membership. AMCRs may be self-nominated and should include three to four potential ‘curious readers’. Submissions should also include a brief description of the session’s prospective broad appeal and/or connections with the meeting theme. Proposals for Workshops on a range of topics like social change, pedagogy, methodology, networking, and publishing, for example, will be considered too. Proposals for AMCRs and Workshop sessions should be sent to the program chair for consideration. Also, note that the number of both AMCR sessions and Workshops will be limited by room constraints.

Members are encouraged to submit to Sessions Seeking Papers which will be updated and subsequently circulated as a digest on a weekly basis.

*PLEASE NOTE that information provided here--through the submission portal--will appear exactly as it is entered. Therefore, in submission titles, ONLY capitalize first letters, and your name and affiliation should be entered according to how you wish to appear in the program.

SUBMISSION AND REGISTRATION PROCEDURE

Join/Renew SSS Membership Dues
With the exception of undergraduate observers and presenting undergraduate affiliates of SSS Departmental Members, 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 SSS2020 on or before March 1, 2020. 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 Hyatt Regency Jacksonville-Riverfront. Web-based reservations are preferred by following the link. Calls are also possible (800) 223-1234 and reference code “G-SOCO” 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 is $189 per night. Deadline for booking within the SSS Annual Meeting room block is March 11, 2020; however, if past is indicative of future, the room block will fill up well before this cut-off date.

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

Questions regarding membership or registration should be directed to webmaster@southernsociological.org
Committee on Sociology in Community and Small Colleges

Nicole Lucas (Committee Chair), Fayetteville State University
Barbara Combs, Clark Atlanta University
Victor Romano, Barry University
Sarah Cribbs, Randolph-Macon University
Naomi Simmons, Newberry College
Aaron Rowland, University of Tennessee Martin
Ramona Olvera, Owens Community College

Sarah Cribbs, Teaching Corner Editor
Randolph Macon College
sarahrenhibs@rmc.edu
Student Editor: Holly Bowman (Randolph Macon College)

Teaching Note:
Raj Ghoshal, Elon University
rgoshal@elon.edu

In eight classes over the past nine years, I have taught students how to write an op-ed on a course-related issue and had them submit their op-eds to a newspaper, for possible publication. Every semester several students get published, and all my students gain from the experience. Instructors seeking to incorporate writing formats other than traditional academic essays may find this assignment of interest.

Writing an op-ed stimulates student interest, because it is “real-world” rather than merely for the instructors’ eyes (Wollschleger 2019) and because it allows students flexibility in topic choice. It also teaches a style of writing that social science classes often neglect (Mannon and Camfield 2019), and it immerses students in the type of civic engagement that we hope our classes prepare them to undertake (Hauhart and Grahe 2015:15–38). Rather than simply hoping that students will someday export their learning from the classroom to civic contexts, why not lead them through one means of doing so?

The op-ed assignment usually counts for about 20 percent of the course grade. I preview it on the first day of class but have it due in the last third of the term, so course participants can experience

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varied content before choosing a topic. As the assignment approaches, I provide full written instructions and explain that the students’ task is to choose a course-related issue, pick a clear position on that issue, write an op-ed in support of that position, and submit it to a newspaper.

Since many students are unfamiliar with op-eds, I explain and share examples. These examples often are written by me or other department faculty, but can also be op-eds by previous students who succeeded in getting published – which signals that getting published is doable. I also provide links to several useful websites such as https://www.theopedproject.org/ and pages with op-ed writing tips from Duke University and Harvard’s Kennedy School. Since many class members have limited experience writing formal emails, I also share an example email I have used to submit an op-ed in the past and remind them of the importance of writing well in the email they will send to accompany their op-ed.

In Step 1 of the assignment, each student develops ideas for two course-related issues they might address (e.g. “capital punishment” and “eliminating cash bail”). For each issue, they identify key arguments in writing on two opposing sides of the issue. I also have students identify two possible submission venues that accept op-eds and that are local either to the university or their home town and find submission instructions for these venues.

Students share all this information with me in a Google Doc, and I provide comments within the Doc. I also ask them to complete a brief online survey that asks for their questions and comments about the assignment so far, and I address questions with the class. Students narrow down to one topic and focus the rest of their work on the side of their choice. I provide some time in class for them to work on the assignment and to workshop each other’s proposals and drafts. Students complete most of their research and writing outside of class, just as in a traditional paper.

When due, class members share their final op-ed with me in a Google Doc. They also submit the op-ed via email to a newspaper, including the op-ed as both a Word document attachment and as text below their emailed note to the editor, and blind carbon-copy me on the message. I grade for successful completion of the preliminary step, clarity of their issue/thesis and quality of writing in the op-ed, argumentation and use of evidence, inclusion of embedded hyperlinks to high-quality sources in the op-ed, and the quality of their email to the editor.

Though many students profess uncertainty at the start, nearly all show significant understanding of op-eds’ form and function and of their topic and position by the end. In my most recent use of the assignment, a small Criminology course with 15 students, every participant submitted an op-ed on a course-appropriate topic to a publication. Specifically, three students’ op-eds addressed and took positions on aspects of drug policy. Five op-eds focused on issues in punishment, including bail reform and parole reform, sexual assault in prison, capital punishment, and laws intended to help ex-felons gain employment. Three op-eds addressed gun regulation. Other op-eds addressed physician-assisted suicide, mandatory vaccinations, sexual assault, and white collar-crime.
Across my classes, most students make a logical case for their position that draws on evidence and reasoning, and nearly all adhere to genre standards such as staying under about 800 words and embedding hyperlinks to evidence rather than using a bibliography. As with longer papers, op-eds vary in the quality of evidence used, the effectiveness with which potential counterarguments are addressed, and overall quality of reasoning and writing. Though students are not graded on publication, some op-eds are published. For instance, in my most recent section, one op-ed appeared in Pennsylvania’s third-largest newspaper, and another in a local newspaper.

Anonymous survey comments show that students buy in to the assignment, with particular appreciation of being able to determine their own topic and that the assignment helped bring their knowledge and writing into a real-world context (Wiggins 1990). Recent comments include:

“I really like that we are required to actually submit [the op-ed] to a source other than a professor, because I personally want to make sure that my piece is well-written and comes across the way I intend it.”

“I think this assignment is really interesting, and I’m excited to send it in to the newspaper here.”

“I do believe I'll have a deeper understanding of the issues ... I think it is a valuable experience to put your opinion out there.”

These comments are from before students submitted their final op-eds. Later emails and conversations suggest that those whose op-eds are published often receive two additional benefits: a sense of accomplishment in their work and increased confidence that may come in handy the next time they consider writing for a public audience.

For all these reasons, instructors interested in creating authentic challenges, fostering civic engagement, and generating student engagement should consider an op-ed assignment as one means toward these goals.

Author Biography
Raj Ghoshal is Assistant Professor of Sociology at Elon University. His interests include race, culture, politics, and pedagogy. Website: www.rajghoshal.com.

References
News and Highlights from Social Currents

Graduate student editor Kelsey Mischke (NC State) highlights news and articles from Social Currents, the official journal of our Society.

About Social Currents: Social Currents is the official journal of the Southern Sociological Society. It publishes cutting-edge research from all methodological and theoretical orientations in sociology and the social sciences more broadly. Social Currents always welcomes submissions and features a fast turn-around time. In addition to publishing traditional journal length articles, Social Currents is unique in publishing shorter front-end theoretical agenda setting and policy-related pieces (approximately 4,000 words).

Select article summaries from Social Currents 6(4) and 6(5).


Applying a life course perspective to the post-WWII Civil Rights Movement, Maher and colleagues argue that the ability for existing explanations to account for protest activity depends on the movement’s stage. Drawing on front-page newspaper accounts obtained through the Dynamics of Collective Action (DoCA), Maher et al. assess the power of resource mobilization/organization explanations, political opportunity theory, movement repression scholarship, and social movement competition to explain shifts in protest activity across three periods of the Civil Rights Movement: emergence on the national stage (1960-1968), repression and demobilization (1968-1977), and institutionalization (1978-1995). Results from multivariate time-series regressions show that factors shaping protest activity vary in their influence and effects across a movement’s life course. Maher et al. conclude that the results are likely generalizable to movements that share similar struggles with the Civil Rights Movement (e.g., the women’s movement, the environmental movement, and the labor movement), but may be less generalizable to movements that rely on social media mobilization.

(Continued on page 11)

Beck and Tolnay examine the frequency of lynching events involving torture and corpse desecration and factors shaping the likelihood of both. Analysis of data on 3,767 victims from the 1882-1930 lynching inventory reveal that torture and desecration were less common than claims suggest. Beck and Tolnay find that 7.7 percent of lynch victims were tortured, and 8.2 percent of victims’ bodies were desecrated between 1882 and 1930. Both forms of extra-lethal violence were more common when carried out by mobs; when victims were black and accused of gender crimes, especially rape-murder; in areas with higher urban populations; and during the twentieth century. The authors propose that torture and desecration served to shore up the white racial order during a period of economic, environmental, and political threat.


Dollar, Donnelly, and Parker offer the first empirical investigation of William Julius Wilson’s claim that poverty and joblessness are distinct social features that differentially contribute to various social disorders. Using data from the U.S. Census Bureau and the National Neighborhood Crime Study (NNCS), they separately test the influence of joblessness and poverty on violent crime in U.S. neighborhoods. Results from spatially adjusted, multilevel statistical models show that joblessness has a greater impact on homicide and violent crime in communities compared to poverty alone. Dollar and colleagues conclude that their results support Wilson’s notion of joblessness as a “new poverty” that influences crime and that structural resolutions must consider how joblessness and poverty uniquely influence violence.
SWS-S News

In this section, graduate student editor Della Winters (University of Tennessee) highlights the work of Sociologists for Women in Society-South.

SWS-S Membership Announcement

After much consideration and discussion, we the executive committee of SWS-S, with support from SWS nationals are now going to offer a bundle membership package. We have decided upon this option because of the opportunities that come from both organizations. We, SWS-S are aware of limitations when it comes to traveling to national conferences, which is why the southern regional chapter of SWS does so well. As such we want our members to have the opportunity to join nationals in an easy and effective way.

SWS-S costs will remain the same: $5 for undergraduate and graduate students, $15 for new faculty, and $20 for returning faculty. Our fees will remain the same, but membership renewal will now align with nationals as renewing will occur on 11/1. We are hoping that by aligning our membership renewal SWS-S will be provided with a larger operating budget going into the SSS meeting in the spring. Please know you are not required to join nationals, but we do encourage joining because SWS is a wonderful organization, and there are amazing opportunities provided through membership.

We appreciate your support in expanding our regional relationship with nationals. If you have any questions please let us know (Marni Brown SWS-S president or Barret Katuna SWS Executive Officer).

In solidarity,
Marni Brown
Chair of Faculty for Human Development and Aging Services
SWS-S President
Vice President of GGC Faculty Senate

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. 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!
SWS-S Member Spotlight

For this issue, we are highlighting the work of Baker Rogers, an Assistant Professor at Georgia Southern University. Dr. Baker’s book, Conditionally Accepted: Christians’ Perspectives on Homosexuality & Gay and Lesbian Civil Rights will be out December 2019.

How did you become involved with SWS-S?

I became involved with SWS-S at my first SSS meeting in New Orleans in 2012. My advisor, Kimberly Kelly, was involved in both SWS and SSS and asked me to attend the business meeting for SWS-S that year.

Can you tell me about your current (or upcoming) research project?

I currently have a number of research projects ongoing. My book, Conditionally Accepted: Christians’ Perspectives on Homosexuality & Gay and Lesbian Civil Rights, will be released with Rutgers University Press in December 2019. This book examines Mississippi Christians’ beliefs and attitudes toward homosexuality and gay and lesbian civil rights in the Southeast. Additionally, I explore the influence having a gay or lesbian friend or family member has on these beliefs for Mississippi Christians. I am also in the process of completing a follow-up study with the interviewees from this project to determine if and how their beliefs and attitudes have changed over the last six years.

The second project I’m working on is a book, Becoming Me(n): Trans Men in the South, with Lexington Books. This book is in copyediting and will be released sometime in 2020. It will be part of the Breaking Boundaries: New Horizons in Gender & Sexuality series. The book examines the lives of 51 diverse trans men across the Southeast. I recently published an article based on this data in Qualitative Sociology. The article is titled, “Contrary to All the Shit I Said’: Trans Men Passing in the South.”

Finally, I am working on a book project with Rutgers University Press about my research on drag kings in the Southeast. Tentatively titled, King of Hearts: Drag Kings in the South, this book will

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provide a history of drag kinging along with an analysis of why drag kinging matters in this region of the country.

**What are the books/articles/authors that you’re most excited about right now?**

Right now I’m very excited about J. E. Sumerau’s work in trans studies. She is the editor of the book series I’m publishing with at Lexington Books; she has numerous current articles in trans studies. The book she co-authored with Lain A. B. Mathers, American Through Transgender Eyes, came out recently at Rowen & Littlefield, and she is also working on a Handbook of Trans Studies from a sociological perspective, which is exciting.

I’m also excited about Miriam Abelson’s book that came out this year, Men in Place: Trans Masculinity, Race, and Sexuality in America.

Since we are more than just sociologists, I am also excited about trying to find some time to read novels. Some of my favorite recent novels I’ve read include: Myra Breckenridge by Gore Vidal; Men We Reaped: A Memoir by Jesmyn Ward; The Brief and Wondrous Life of Oscar Wao by Junot Diaz; and The 100-Year-Old Man Who Climbed Out the Window and Disappeared by Jonas Jonasson.

**Why should others join SWS-S?**

Others should join SWS-S because it is a great group of sociologists who are committed to activism, networking, and mentoring. The organization works with the communities we enter for our annual meetings to help bring about gender equity in the Southeast. Additionally, you will not find a better group to join if you are looking for excellent mentors and friends. SWS-S also provides leadership opportunities and helps connect you with the larger organizations it represents, SWS national and SSS.
Recent Publications from Our Membership

In this section, Manny Ramirez lists recent work by our members. Click here to submit your news!

Alcohol, Drugs, and Tobacco

Community and Urban Sociology


Crime, Law, and Deviance


Environmental Sociology


Family


Global and Transnational Sociology

History of Sociology

Inequality, Poverty, and Mobility

International Migration

Latina/o Sociology

Organizations, Occupations, and Work


Political Sociology


Race, Gender, and Class

Racial and Ethnic Minorities


Sociology of Emotions

Sociology of Mental Health

Sociology of Religion

Sociology of Sexualities

Theory

Recent awards, nominations, grants/fellowships, media appearances, retirements, social activism, and other news:
Maxine P. Atkinson (along with Kathleen Odell Korgen) was awarded the SAGE 2018 Breakthrough Award and the Textbook and Academic Authors Association’s 2019 Most Promising New Textbook Award for Sociology in Action. They also won the Scholarly Contributions to Teaching and Learning Award from the American Sociological Association section on Teaching and Learning for In the Trenches: Teaching and Learning Sociology.

Letisha E. Brown was promoted from Postdoc to Assistant Professor at Virginia Tech University.

Joseph Cleary accepted tenure track Assistant Professorship in Sociology Department, SUNY-Buffalo State College, and along with three students at Lehman College was awarded a grant to conduct research on professional autonomy in NYC public schools (internal Lehman College/CUNY grant).
Jason Vincent D'Amours was awarded the Bates Award in May of 2019 for the thesis, "Making Sense of and Communicating Queer Identity," that he presented at Southern Sociological Society's Annual Meeting in April.

Shannon N. Davis was elected as Chair of Faculty Senate at George Mason University.

Maria D. Duenas (University of California, Merced) was awarded the National Science Foundation AGEP California HSI Alliance Fellowship; received an Honorable Mention for the Ford Foundation Dissertation Fellowship; and was awarded the Center for Engaged Teaching and Learning Fellowship at the University of California, Merced.

Margaret A. Hagerman was awarded the 2019 William J. Goode Book Award from the American Sociological Society's Section on Family; was quoted in a BBC World News article and was interviewed on live radio by Canadian Broadcasting Corporation.

Ying-Chao Kao received a Taiwanese Overseas Pioneers Grant for New Scholars (2019–2020) awarded by the Ministry of Science and Technology, Taiwan.

Rachel Lautenschlager was awarded the National Science Foundation Doctoral Dissertation Research Improvement Grant in Law and Social Sciences.

Cameron D. Lippard became the Chair of the Department of Sociology at Appalachian State University.

Geniece A Mondé was promoted to Associate Professor at Wingate University.

Wanda V. Parham-Payne was interviewed by the Houston Chronicle for an article focusing on the racially disparate manner in which the media depicts gun violence in communities of color versus mass shootings in predominantly white spaces.

Emily Daina Saras was awarded the P.E.O. Scholar Award.

Abigail A. Sewell was granted tenure and promoted to Associate Professor of Sociology at Emory University.

Jeff S. Shelton was awarded the Future Faculty Fellowship sponsored by the Graduate School and the Center for Teaching and Learning at the University of Georgia.

Jennifer Patrice Sims (UAH) and Shantel Buggs (FSU) were quoted in The Chronicle of Higher Education’s July 30th article “‘You Have to Provide Evidence’: A Journal Article on Black Lives Matter Draws Scholarly Fire.”

Toni Sims-Muhammad was promoted to Associate Professor and Chair of the Social Sciences Department as Allen University.

Andrew Whitehead, along with co-authors Samuel Perry and Joseph Baker, was awarded the 2019 Distinguished Article Award from the Association for the Sociology of Religion for the article “Make America Christian Again: Christian Nationalism and Voting for Donald Trump in the 2016 Presidential Election.” Andrew Whitehead was also awarded tenure and promoted to Associate Professor at Clemson University.
ANNOUNCEMENTS AND SOCIETY NEWS

Have an announcement to make?
Please submit it to graduate student editor Harry Barbee (Florida State University)
by clicking here.

Call for Chapter Proposals

*Handbook on Transgender, Non-Binary, & Gender Minority Populations*

The 2019 Population Association of America meeting included the first session devoted to transgender & non-binary populations, signaling a growing interest in the demographics of these populations. We are requesting submissions of chapter abstracts for a Handbook on Transgender, Non-Binary, & Gender Minority Populations, invited by Springer Press as part of their Handbooks of Population series. We seek submissions on a broad range of population-based topics involving gender minorities, broadly construed, including measurement, prevalence, spatial distribution, health, sexuality, labor market outcomes, family structure, or other related topics. Given the relatively limited population research and data on transgender, non-binary, and gender minority populations, we welcome submissions that are methodologically diverse and from scholars who do not identify as demographers. We particularly encourage submissions on research outside of the United States. Please submit proposed chapter abstracts of no more than 1 single-spaced page in length to editors Amanda K. Baumle (akbaumle@uh.edu) or Sonny Nordmarken (snordmarken@uh.edu) no later than October 15.

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.
ANNOUNCEMENTS AND SOCIETY NEWS

Qualitative Inquiry Seminars, Fall 2019, Carrboro, NC. ResearchTalk’s Fall 2019 calendar includes our Qualitative Inquiry Seminar Series, held in October and November. Gain theoretical and practical understanding of qualitative inquiry while learning from leading scholars, including Alison Hamilton, Johnny Saldaña, and sociologists Ray Maietta and Rashawn Ray. Topics include using qualitative inquiry to contribute to social justice, implementation research, qualitative analysis and styles of qualitative writing and reporting. For more information, visit here. Use discount code TSS15 for 15% off registration.

Qualitative Data Analysis Camp, November 11-14, 2019, Carrboro, NC. ResearchTalk’s Qualitative Data Analysis Camp fosters data-based decision-making, reflection and strategizing about your analysis approach with guidance from the ResearchTalk mentor team. Our camp participants appreciate the opportunity to give themselves “permission” to spend time with their data, away from their busy work and family lives, with coaching from our team of experts. Camp participants report feeling re-energized by learning how to truly be directed by data content using the Sort and Sift, Think and Shift method. Take advantage of the opportunity to interact with fellow qualitative researchers analyzing data across a variety of disciplines. For more information, visit here or email info@researchtalk.com. Use discount code TSS15 for 15% off registration.

The National Abortion Federation (NAF) Award for Early Career Social Scientists Studying Abortion

The Carole Joffe and Stanley Henshaw Early Achievement in Social Science Research Award recognizes an individual who has made exceptional contributions to generating abortion-related knowledge. Final year PhD students or those who completed a PhD in a social science field in the previous 12 months and whose dissertation focused on abortion are eligible for this award. This dissertation should explicitly focus on abortion but can be based on any social science methodology. Individuals pursuing doctoral degrees in clinical fields (for example, doctoral degrees in nursing or clinical psychology) would not be eligible for this award. The winner will receive a $500 prize and is invited to attend the NAF Annual Meeting with airfare and accommodations courtesy of NAF. You do not need to be a member of NAF to submit a nomination. Visit here to submit a nomination.

Deadline to submit: November 8, 2019.
Call for Submissions: 2020 SWS Winter Meeting

January 30 - February 2, 2020
Paradise Point, 1404 Vacation Road, San Diego, California

Feminist Futures in the Global South: Research, Activism and Creativity

The thematic vision for the 2020 SWS Winter Meeting is transnational feminism with an emphasis on the Global South. We will have plenaries focusing on feminist futures in the Global South, migration issues and border politics with an emphasis on the border politics in San Diego, and a celebration of women, gender, and sexualities studies programs in San Diego and beyond. The Program Committee for the SWS 2020 Winter Meeting invites you to submit abstracts for papers, sessions or workshops to present at the meetings. The deadline for consideration is October 17, 2019 at 11:59 pm Eastern Time.

Please consider submitting one of the following:

- An abstract (250 words) for a paper on any topic related to gender, feminism, migration and social justice for roundtable sessions.
- An abstract for a session or workshop related to the conference theme which is “Feminist Futures in the Global South: Research, Activism and Creativity.” Include the names of 3-4 recommended participants for the session or workshop with the abstract.
- Committee chairs who wish to host sessions in addition to committee meetings are asked to respond at this time.

To submit, go to: https://sws.memberclicks.net to log into your membership profile. Or, click HERE. Please direct any questions about the submissions portal to Barret Katuna, Executive Officer at swseo.barretkatuna@outlook.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 PROPOSALS FOR VOLUME ON GENDER AND GENERATIONS
Advances in Gender Research
Edited by Vasilikie Demos & Marcia Texler Segal

Proposals due: November 15, 2019
First Drafts due: February 29, 2020

For volume 30 of the Advances in Gender Research series to be published by Emerald in fall 2020, we seek proposals for chapters of 7-9,000 words that focus on the multiple ways gender is manifested within or affected by generations or the relationships between generations. This may include, but is not limited to, the ways in which specific generations such as youth, middle aged or older adults are gendered or differ in the ways they are gendered; the gendered ways in which generations relate to each other such as in caring or parenting; the ways in which gender and generation are embedded in institutions; gender through the life course; generational differences in attitudes or beliefs about gender-related issues; how gender and generation intersect with dimensions of inequality such as disability, LGBTQ, and racial status; how gender and generation intersect with history or the relevance of the relationship between gender and generation to demography.

Abstracts of at least 500 words including theoretical approach, source(s) of data and method(s) of analysis or rough drafts of chapters should be submitted to the editors no later than November 15, 2019. These will be peer reviewed, and those selected will be invited to submit full drafts by February 29, 2020. Completed chapters will be due by May 15, 2020.

AGR welcomes submissions from all feminist and gender-sensitive perspectives and defines “gender” broadly to include all gender expressions and sexualities. While most chapters will come from the social sciences, we will also consider more humanistic or literary approaches that contribute to the strength of the volume. Chapters should be evidenced-based and both quantitative and qualitative methodological approaches are welcome. Work in English from all parts of the world is invited. Work with policy implications is especially welcome.

Please direct questions and send abstracts and drafts in MSWord to both editors:
Vasilikie (Vicky) Demos v.demos.agr@gmail.com
Marcia Texler Segal mtsegal.agr@gmail.com.
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;
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**THE SOUTHERN SOCIOLOGIST**

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*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.

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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](mailto: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**

June 10  
September 10  
December 10  
February 10