

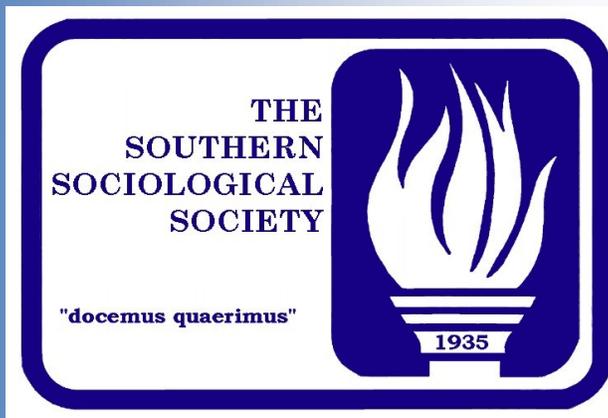
The Southern Sociologist

The Newsletter of the Southern Sociological Society

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From Society President Beth Rushing

I'm writing this column on the cusp of 2020. It is always a bit of a surprise to write the new year, and even more so to start a new decade. However, our SSS Program Committee and intrepid team have been working diligently to pull together our annual meeting for 2020, so I've been thinking about April 2020 a lot lately.

I am excited about the 2020 Annual Meeting – y'all have really come through with interesting papers, sessions, and workshops to spark intellectual ideas, new collaborations, and interesting discussion. I want to thank the Program Committee for their diligence and creativity: Kimberly Brackett (Auburn University Montgomery), Krista Brumley (Wayne State University), Amy Donley (University of Central Florida), Diane Everett (Stetson University), Brian Foster (University of Mississippi), Susan Hinze (Case Western Reserve), Andrea Hunt (University of North Alabama), Baker Rogers (Georgia State University), Jon Shefner (University of Tennessee), and Idee Winfield (College of Charleston). Tanetta Andersson (Trinity College) is chairing

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From Society President, Beth Rushing

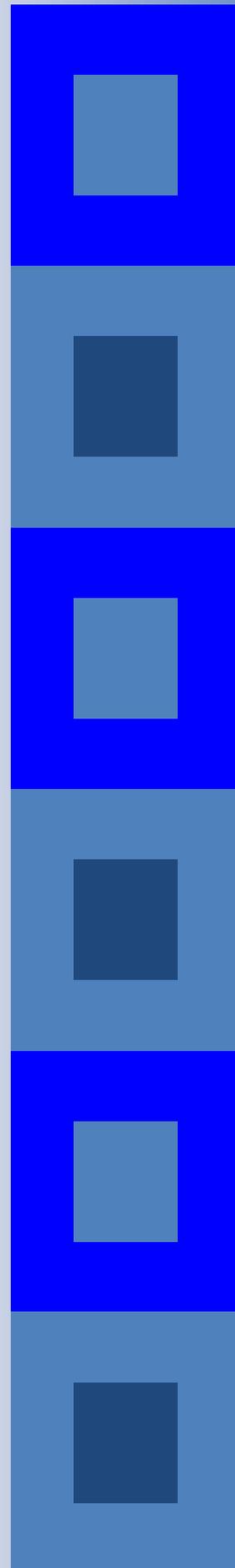
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the committee and has tackled every task with her characteristic perseverance and wry humor.

The Preliminary Program is out now (posted on the SSS website), so you can see for yourself the wonderful opportunities we will have to engage our program theme of Sociology in Action. There are several terrific sessions with ideas for connecting student learning to community action, and to conducting sociological research in partnership with communities.

In addition to the paper sessions, posters, and such, we will have some special events at the Jacksonville meeting. I'm really looking forward to hearing our keynote speakers: Tressie McMillan Cottom (Virginia Commonwealth University) and Stephen Russell (University of Texas Austin). Barbara Risman, the SSS Distinguished Lecture award recipient for 2019, will present her lecture. We have eight Author Meets Curious Reader sessions that will provide opportunities to both learn more about these eight fascinating books, and to meet the authors and ask your own questions. And this year, we will have a room set aside for screening documentary films on sociological issues. We are in conversation with several filmmakers and would be happy to add to that list – if you have suggestions for films we should consider including, please contact me with that information.

Beth Rushing
Appalachian College Association



Letter from the Editor, James N. Maples:



It's quite extraordinary to write the number 2020 in this edition, on checks, and on all those last-minute student forms. I remember (so very faintly) writing perhaps in third or fourth grade about what I thought 2020 would look like. I must admit, sitting here in 2020, I'm still a bit bummed that hover-skateboards are not a mainstream form of transportation today. (I expect that others share this disappointment.)

Still, there's something magical about writing that year: 2020. It just pops. It's the start of a new decade filled with so much potential. I can see it in my students. They're electric and filled with a million possibilities, and perhaps thousands more that I cannot see. I'm slightly envious of them. Just a tad. Imagine facing your future with all the information and resources available today! It really puts time into perspective.

As we turn the corner on the new decade, you'll find information about our upcoming conference program. This year's conference is certainly going to be a great one, so go register today! We have a great teaching note from Nazneen Kane (Randolph-Macon College). You'll also get to meet three of our outstanding student editors who make TSS happen four times a year. There's membership announcements, the Grad Lab, and lots of announcements, like the 45th Mid-South Sociological Association, which is meeting in my home state of Tennessee. So pour the coffee, put another log in the fireplace, and read TSS 51(3) in this amazing year of 2020.

James N. Maples, PhD
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

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

Announcements from the Program Committee

We are pleased to announce that the preliminary program is now available on the SSS website! The preliminary program is saved in .pdf format, so it can be searched through the (Ctrl+F) function.

Beginning with the Call for Papers, site visit, local arrangements, and co-ordinating with the Program Committee, it has been exciting work to see sessions and papers build in response to our theme, 'Sociology in Action.'

Please keep an eye out for ongoing correspondence from myself, President Beth Rushing, the Local Arrangements Chair (Laura Atkins), and the Executive Office as we get closer to the meeting.

All program participants (presenters, presidors, discussants, panelists, etc.) must be registered for the annual meeting and have current membership. Please note that conference attendees are strongly encouraged to Pre-Register for SSS2020 on or before March 1, 2020. Book your room at the Hyatt Regency Jacksonville-Riverfront. You may also call at (800) 223-1234 and use reference code "G-SOCO" to receive the conference rate. The SSS conference rate is \$189 per night. Deadline for booking within the SSS Annual Meeting room block is March 11, 2020.

We look forward to seeing you April 1-4 at the Hyatt Regency Jacksonville Riverfront!

Tanetta Andersson, SSS2020 Program Committee Chair

Trinity College, Hartford, CT

Membership Renewals and Changes to Membership Year

The 2019 SSS Election changed the membership year. Beginning Jan. 1st, 2020, the SSS membership cycle will follow a calendar year. Note: all individuals who paid 2018-2019 dues received six months of membership (through December 31st, 2019).

The new membership year begins on January 1st, 2020. As such, it is now time for you to renew your membership for 2020 membership cycle.

SSS membership is crucial to the running of the society. The benefits of active membership in SSS include:

- engaging in the governance of the Society;
- eligibility for SSS committee service, grants, and awards;
- receiving announcements about research opportunities, job openings, etc;
- instant access to the SSS peer-reviewed journal, Social Currents as well as The Southern Sociologist, the Society's quarterly newsletter.

SSS welcomes members from diverse scholarly and personal backgrounds.

For more information on the types of memberships offered, please click [here](#).

To check on the status of your dues and/or conference registration, please log into your personal member portal by visiting [here](#).

To renew your dues, please visit [here](#).

The Executive Office also urges you to pre-register for SSS 2020 at this time as well as to book your room for the meeting. This can be done by visiting the official SSS 2020 annual meeting page [here](#).

Meet your TSS Editorial Team

Kelsey Mischke is a fourth-year graduate student at NC State University in Raleigh. Her primary research interests include gender, inequality, the body/embodiment, emotions, identity, symbolic interactionism, and qualitative methods. Using data collected through life history interviews with female bodybuilders, her thesis research examined how negative reflected appraisals—our interpretations of others' reactions to us—and peer and media comparisons cultivate feelings of body dissatisfaction that act as catalysts for participants' involvement in body projects—activities aimed at transforming the body. She is also interested in health and the sociology of work. In her free time, she powerlifts and dabbles in strong(hu)man events.



Manuel Ramirez is a second year sociology Ph.D. student at the University of Connecticut studying race, racism, and immigration. He earned a master's degree in Sociology from the University of South Florida where he focused on whiteness at comic book conventions and the racial discourses and ideologies among cosplayers. His current work, alongside Dr. Fae Chubin, is a comparative study that examines how state practices and political discourse racialize Latin American migrants and Palestinian protesters within settler colonial white supremacist contexts. Manuel is currently preparing for his area exams and dissertation proposal while instructing courses like Social Problems and Race, Class and Gender. He can be reached at manuel.ramirez@uconn.edu if you want to chat sociology, racism in the United States, or hip hop music.



Kyndall Tiller is currently pursuing a bachelor's degree in Sociology and English with an emphasis in Technical Writing at Eastern Kentucky University. She works as a consultant at The Noel Studio for Academic Creativity on EKU's campus helping students with their writing. Kyndall has experience with editing and is currently copyediting a book for publication and compiling an index. When she is not in class or at work, Kyndall enjoys going to concerts and traveling. Upon graduation, she hopes to either obtain a job in editing within the book publishing industry or continue her education by obtaining a masters in writing and publishing.





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

sarahcribbs@rmc.edu

Student Editor: Holly Bowman (Randolph Macon College)

Teaching Note

Exploring Situated Knowledge Through a Simple Classroom Exercise

Nazneen Kane, Ph.D.

Associate Professor of Sociology

Randolph-Macon College

“Liberating education consists in acts of cognition, not transfers of information.”

Paulo Freire, *Pedagogy of the Oppressed* (1970)

My understanding of teaching and learning came by way of critical pedagogy. This understanding unfolded through my graduate school experiences with feminist mentors and professors in the Sociology and Women’s Studies Departments at the University of Maryland where the scholarship of bell hooks, Paulo Freire, Henry Giroux, Peter McLaren, and Patricia Hill Collins were amongst the required list of readings. Yet, when I began teaching, I found it difficult to translate the pedagogical approaches advanced by this scholarship into a tangible set of teaching practices and classroom exercises. These difficulties became especially salient when I began teaching at a small liberal arts college in southwestern Ohio, where the student body was primarily first-generation and varied in terms of age, race, class, parental-status, and academic readiness. My students’ pathways to college were also diversified, a reality that challenged normative expectations about who goes to college. Despite this diversity, neoliberal and individualistic ideologies permeated my classrooms and white students shared a unique, rust-belt racism that blended the frames of overt and colorblind racism. The borders surrounding group experience and understanding seemed both deeply rooted and in-

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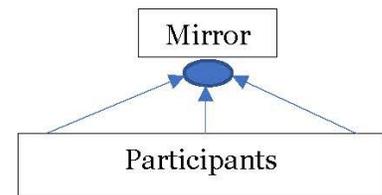
surmountable. Challenging myself and students to cross borders and shift subjectivities was essential for the teaching practice to which I aspired, but how could I encourage my students to meaningfully engage in ways that expanded the boundaries of our classroom?

Somewhere in that first year of teaching, I attended a parent workshop at my daughter's preschool. My teaching dilemmas were on my mind as an experienced science teacher performed a demonstration in which he used a mirror to explore the physics of light refraction. Of course, he pointed out, the mirror's reflection is shaped by the location of the viewer. Mired in my teaching ruminations, it struck me that this exercise could be appropriated for sociology and used metaphorically to explore rudimentary concepts such as ethnocentrism and cultural relativism, implicit bias, and more advanced concepts such as the relationship between power, group experience, and situated knowledge. In this teaching note, I describe how I have developed and applied this mirror exercise in my courses. This exercise can be integrated into any sociology course, and I have found it especially useful in *Introduction to Sociology, Sociological Theories, and Intersectionality*.

The Mirror Exercise

The basic objective of this exercise is to raise students' consciousness of the relationship between their knowledge and structurally defined statuses/locations. This exercise can work with small and large class sizes. I have included up to 35 students in the exercise at one time. For very large lecture classes in which it is impossible to include all students, a small group of 10-15 students can be selected. Participants are asked to line up shoulder-to-shoulder; I stand about 10 feet in front of the students and hold up a small hand mirror. The mirror can also be placed on a table or stable surface, because it is important that the mirror does not move throughout the exercise. All the students should be positioned to see the mirror.

After the demonstration is set up, I ask each student what colors they see. Of course, they all see a variety of different colors, depending upon their "social location." I typically say something to the effect of "Are you sure? Are you all looking at my mirror? Why do you all see different colors—aren't you all looking at the same mirror?" A cacophony of voices typically explain that they see different colors because they are standing in different places. Next, I ask students who are directly adjacent to one another to describe what color they see, highlighting that students who share similar social locations often see the same color. I then ask two students on opposite ends to swap places and inquire again. They typically are then able to see the color previously seen by the student with whom they swapped. I repeat this step 2 or 3 times, asking students to swap locations. At this point, the basic idea of the exercise is apparent to many students, and I ask students to return to their seats so we can discuss and apply the exercise.



Facilitating Student-Led Discussion of the Exercise

After re-entering the classroom, we engage in an open class discussion, exploring students' initial insights. After they share those insights, I then ask students to more deeply consider how the exercise can be used as a metaphor for understanding diverse social perspectives and experiences. Students may highlight that:

we have to step into someone else's shoes to understand their experiences and perspectives.
all perspectives are partial perspectives.

we should not incorrectly assume that our experience is everyone's experience.
one objective reality (the mirror) can be experienced in highly diverse and subjective ways,
depending upon the location of the observer.

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we share life experiences with others in our groups and communities, and therefore see the same “colors.”

These are all useful insights but after students exhaust their thoughts, I aim to facilitate a discussion that moves beyond recognition of mere individual differences, to one that engages with the concrete material conditions that give rise to knowledge and experience. I typically push the discussion through probing questions, aiming to get students thinking more deeply about how external social forces, institutional practices, and intersecting dimensions of power are applied to and play out differently based on group location. For the purposes of my class, I typically ask them to weave into their discussion the social politics of race, class, sexuality, and gender (although you could tailor these dimensions to meet the needs of any course). For example, you may ask:

Some of you highlighted that adjacent students were able to see similar colors in the mirror or had similar perspectives. Thinking about race, class, sexuality, and gender as “social locations,” why and how do they shape our experiences?

Is anybody willing to share a personal experience that they felt was shaped by outsiders’ perceptions of their race, gender, class, or sexual orientation?

This line of questioning facilitates a student-centered production of knowledge about social inequality and easily segues into a more in-depth discussion of systems of power as they constitute situated knowledge.

Engaging the Metaphor

I revisit the exercise often, particularly when students neglect their sociological imaginations or when cultural hegemony rears its ugly head in attempts to invalidate the experiences of oppressed and marginalized students. I remind them of the mirror exercise, highlighting that knowledge and experience can only be understood as embedded in systems of power. While the mirror exercise does not inherently highlight any specific power mechanisms, it sets the stage for a deeper sociological investigation of how racism, classism, and heterosexism shapes our social experiences.

As hooks (2003) reminds us, critical pedagogy requires ongoing self-evaluation, a commitment to students, and active work to produce classrooms without boundaries. In those early years of teaching, conducting the mirror exercise at the beginning of the semester set a tone of inclusion that was built upon students’ experiences and better represented my aspiration to create an unbounded (or at least less bounded) classroom. Ideally, this exercise can be used as a model for generating other classroom exercises that enliven a critically conscious sociological imagination.

References and Recommended Readings

- Collins, Patricia Hill. 1998. *Fighting Words: Black Women and the Search for Justice*. Minneapolis: University of Minnesota Press.
- Darder, Antonia, Marta P. Baltodana, and Rodolfo Torres (Eds.). 2017. *The Critical Pedagogy Reader*. New York, NY: Routledge.
- Freire, Paulo. [1970] 2018. *Pedagogy of the Oppressed*. New York, NY: Bloomsbury Publishing.
- Giroux, Henry. 2011. *On Critical Pedagogy*. New York, NY: Bloomsbury Publishing.
- hooks, bell. 2003. *Teaching Community: A Pedagogy of Hope*. New York, NY: Routledge.

AUTHOR BIOGRAPHY

Dr. Nazneen Kane is an Associate Professor of Sociology at Randolph-Macon College. Her research and teaching interests include intersectionality, particularly within the institutions of motherhood, childhood, and families.

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.

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).

Lewin, Philip. 2019. “I Just Keep My Mouth Shut’: The Demobilization of Environmental Protest in Central Appalachia.” *Social Currents* 6(6):534-52. [[Abstract link](#)] Why does demobilization among environmental activists occur before they realize their goals? Existing literature attributes demobilization to co-option by corporate or state authorities, corporations’ use of legitimation and information control strategies, violent intimidation of activists, and identity clashes between activists and social movement organizers or the environmental justice movement. However, these factors cannot explain the demobilization of Shale County activists who did not face these realities, but withdrew their mining-related protests. Analyzing data from interviews with local activists, nine months of fieldwork, and newspaper, corporate, and public documents, Lewin explains the demobilization of Shale County activists as the outcome of “clandestine kicks” and “invisible elbows”—subtle acts of obstruction, noncooperation, and dissimulation. These demonstrations of corporate presence, power, and indifference toward activists interacted with local contextual factors including population decline, poverty, political dysfunction, low social capital, and a lack of community recognition and support, and deteriorated activists’ efficacy. Activists became cynical and placed their own happiness over the personal and social costs of continued resistance. This research advances social movement and environmental sociology literatures by demonstrating the importance of subtle acts of corporate power, how demobilization is an active process, and the moderating role of social conditions in counter-protest tactics and protest outcomes.

Restifo, Salvatore J. and Laryssa Mykyta. 2019. “At a Crossroads: Economic Hierarchy and Hardship at the Intersection of Race, Sex, and Nativity.” *Social Currents* 6(6):507-33. [[Abstract link](#)] How do race, sex, and nativity interact to shape wage differences and near-poverty status among full-time, full-year U.S. workers? Restifo and Mykyta pool data from the 2012-2016 American Community Survey to examine the labor market and economic outcomes of native and foreign-born men and women across 11 racial/ethnic groups: non-Hispanic whites, non-Hispanic blacks, and persons from Chinese, Filipino, Korean, Mexican, Guatemalan, Salvadoran, Puerto Rican, Dominican, and Jamaican origin. They fo-

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cus on five racially/ethnically dynamic labor markets and popular immigrant destinations—Chicago, Houston, Los Angeles, New York, and Atlanta. Results support human and cultural capital explanations of labor market and economic outcomes, and also evidence segmented assimilation. Wage differences between white men and all other racial/ethnic-sex groups dissipate after U.S. citizenship status, English proficiency, education, work experience, and employment characteristics are accounted for. Potential depressed or downward mobility is also observed among Hispanic, but not Asian groups. Among men, Restifo and Mykyta find a clear white-nonwhite wage gap where non-Hispanic whites consistently out-earn racial/ethnic others. While non-Hispanic black men have comparable earnings than foreign-born minority men, U.S.-born minority men match or exceed the earnings of non-Hispanic black men. Among women, a white-nonwhite wage gap is less clear. Women from Asian groups often reach parity with non-Hispanic white women. Results from assessments of near-poverty generally mirror those for labor market outcomes, but show significant inter and intragroup heterogeneity in near-poverty ratios. After controlling for nativity, poverty estimates for U.S.-born Asian men and women are more similar to non-Hispanic white men and women than other minorities. Restifo and Mykyta’s research demonstrates the divergent economic paths groups exhibit; the importance of race, sex, and nativity in shaping labor market and economic outcomes; and the value of intersectional approaches to assimilation and labor market outcomes.

Walther, Carol S., Corrine M. Wickens, and Melanie D. Koss. 2019. “I Wouldn’t Bring in Anything that Could be Challenged’: Educators as Moral Educators.” *Social Currents* 6(6):590-606. [[Abstract link](#)] How do teachers, librarians, and principals determine whether or not to include nationally approved, but potentially controversial materials in the classroom? Walther, Wickens, and Koss explore educators’ reasons for acting as moral entrepreneurs—moral rule enforcers—and how they utilize moralizing discourses using data from 114 online and 10 in-person interviews. Most educators defined controversial materials as any material that parents might define as age-inappropriate and may elicit a parent phone call. While some educators approached parent phone calls as an opportunity to educate parents, most responded to these calls by removing the text. Schools located in conservative environments and the suburbs were most likely to receive parent phone calls challenging materials while urban, followed by rural, schools with more students on free and reduced lunches were least likely to receive parent phone calls. Educators also saw themselves as public servants and determined the inclusion or exclusion of texts based on their morals or perceived community morals. Others acted as public servants by selecting potentially controversial materials in order to expose students to other cultures and beliefs. Walther and colleagues argue that appeals of age appropriateness are rooted in hegemonic discourses of childhood that conceal dominant interests. They conclude with recommendations for educators on how to prepare for and respond to parent phone calls challenging controversial materials.

The Grad Lab

In this new section, graduate student editor Walker Lee (Valdosta State) addresses some of the many questions that are part of the graduate student experience.

Graduate School Growth

Dr. Joseph D. Wolfe

Department of Sociology, the University of Alabama at Birmingham

Graduate school is about growth, not a degree

Try not to think of graduate school as just fulfilling a series of tasks to earn a degree. Think of it as an opportunity to grow into a scholar. Getting a degree is a straightforward series of tasks. Take classes. Write a dissertation. Get PhD. Sure, you'll do all those things during graduate school, but what should happen is more accurately described as a period of growth. Growth is a complicated and non-linear process, and becoming a sociologist is no exception. Sometimes you will immediately understand and accurately use new information in your own work. At other times, you won't gain a full understanding of a key topic or method until well after your coursework ends. The point is, just like physical growth, your growth as a scholar will be uniquely yours. It probably won't look exactly like the growth of your peers, but don't worry, it's happening!

Never wait for inspiration

"Showing up is 80% of life," Woody Allen.

Okay, I'll admit to procrastinating, because sometimes "I'm just not feeling it" but that's all it is—procrastination. Writing, especially academic and scientific writing, doesn't usually require inspiration. I also tend to write badly when I'm feeling especially inspired. I make big leaps in logic, which is fine while brainstorming but not helpful for the majority of the writing. Writing is a big part of our job, and I definitely have times when I feel stumped as to what should come next when I'm writing. So, I make sure to give myself assignments (e.g., write the intro) and deadlines, and I try to meet those deadlines regardless of how I feel about the project on a day-to-day basis.

Revisions are where the magic happens

"Showing up is 80% of life," but the remaining 20% is revising.

I often see students get frustrated when I tell them to re-do an analysis or re-write a section of a manuscript. I can relate. When I was a graduate student, I would be so excited to show my advisor what amounted from hours and hours of work, only to hear them provide a laundry list of corrections. It's hard but the sooner you accept that this is just a part of our job, then the easier revision process will be. I think this point also applies to your approach to writing in general. Be open to changing the way you write, which can require revising the way you think about writing as well. This means you'll need to continue studying how to write throughout your time as a graduate student. I still read about different writing approaches and common grammatical mistakes that writers make. I recommend Howard Becker's *Writing for Social Scientists* to get started.

Interested in sharing grad school advice with the next generation of southern sociologists? Contact Walker Lee at wvlee@valdosta.edu!

Recent Publications from Our Membership

In this section, Manny Ramirez (University of Connecticut) lists recent work and accomplishments by our members. [Click here to submit your news!](#)

Publications

Collective Behavior and Social Movements

Li, Yao. 2019. *Playing by the Informal Rules: Why the Chinese Regime Remains Stable despite Rising Protests*. Cambridge: Cambridge University Press.

Family

Davis, Shannon N. and Theodore N. Greenstein. 2020. *Why Who Cleans Counts: What Housework Tells Us About American Family Life*. Bristol, United Kingdom: Policy Press. (ISBN: 978-1447336754)

Global and Transnational Sociology

Jon Shefner and Cory Blad. 2019. *Why Austerity Persists*. Polity Press.

Latina/o Sociology

Arredondo, Aarón and Juan José Bustamante. 2019. "White Space, Brown Place: Racialized Experiences Accessing Public Space in an Arkansas Immigrant Community." *Sociological Inquiry*, Early View Online: 3-14. <https://doi.org/10.1111/soin.12273>.

Medical Sociology

Cummings, Jason L. 2019. "Assessing U.S. Racial and Gender Differences in Happiness, 1972-2016: An Intersectional Approach" *Journal of Happiness Studies*: 1-24. Advance online publication: <https://doi.org/10.1007/s10902-019-00103-z>

Lawrence, Jourdyn A., Kellee White, Jason L. Cummings, James W. Hardin, Myriam E. Torres. 2019. "Socially Assigned Race and Diabetes: Findings from the Arizona Behavioral Risk Factor Surveillance System, 2013-2014." *Journal of Racial and Ethnic Health Disparities*. 1-9. Advance online publication: <https://doi.org/10.1007/s40615-019-00593-w>

White, Kellee, Jourdyn Lawrence, Jason L. Cummings and Calley Fisk. 2019. "Emotional and Physical Reactions to Perceived Discrimination, Language Preference and Health-Related Quality of Life among Latinos and Whites." *Quality of Life Research*. 1-13. Advance online publication: <https://doi.org/10.1007/s11136-019-02222-9>

Organizations, Occupations, and Work

Nelson, Jennifer L. 2019. "How Organizational Minorities Form and Use Social Ties: Evidence from Teachers in Majority-White and Majority-Black Schools." *American Journal of Sociology* 125(2): 382-430.

Nelson, Jennifer L., Karen A. Hegtvedt, Regine Haardörfer, and Jennifer L. Hayward. 2019. "Trust and Respect at Work: Justice Antecedents and the Role of Coworker Dynamics." *Work & Occupations* 46(3): 307-338.

Race, Gender, and Class

Teague, Hollie. 2019. "Feminine Subjugation: Age, Gender, and Race in the Management of Black Women and Girls in North Texas, 1900-1940" *Journal of South Texas* 34(2):65-75.

Racial and Ethnic Minorities

Buggs, Shantel Gabrieal, Jennifer Patrice Sims, and Rory Kramer. Forthcoming. "Rejecting

White Distraction: A Critique of the White Logic and White Methods in Academic Publishing." *Ethnic and Racial Studies*.

Embrick, David G., Simón Weffer, and Silvia Dóminguez. 2019. "White Sanctuaries: Race and Place in Art Museums." *International Journal of Sociology and Social Policy*.

Martinez-Cola, Marisela. 2019. "Visibly Invisible: TribalCrit and Native American Segregated Schooling." *Sociology of Race and Ethnicity* 5(5):1-15.

Martinez-Cola, Marisela. 2019. "Collectors, Nightlights, and Allies, Oh My! White Mentors in the Academy" *Understanding and Dismantling Privilege* (forthcoming online). In the meantime, please contact the author for a copy of the article.

Sims, Jennifer Patrice and Chinelo L. Njaka. 2019. *Mixed-Race in the US and UK: Comparing the Past, Present, and Future*. Bingley, UK: Emerald Publishing.

Sims, Jennifer Patrice, Whitney Laster Pirtle, and Iris Johnson-Arnold. Forthcoming. "Doing Hair, Doing Race: The influence of hairstyle on racial perception across the US." *Ethnic and Racial Studies* (<https://doi.org/10.1080/01419870.2019.1700296>)

Thomas, James M. 2020. *Diversity Regimes: Why Talk Is Not Enough to Fix Racial Inequality at Universities*. New Brunswick, NJ: Rutgers University Press.

Sociology of Religion

Coley, Jonathan S. 2019. "Reframing, Reconciling, and Individualizing: How LGBTQ Activist Groups Shape Approaches to Religion and Sexuality." *Sociology of Religion*, online first [here](#).

Recent awards, nominations, grants/fellowships, media appearances, retirements, social activism, and other news

Andrew Whitehead's 2018 article, "Make America Christian Again: Christian Nationalism and Voting for Donald Trump in the 2016 Presidential Election" in *Sociology of Religion* 79(2): 147-71 co-authored with Samuel Perry and Joseph Baker was awarded the 2019 Distinguished Article Award from the Society for the Scientific Study of Religion.

Jack M. Bloom's book *Class, Race and the Civil Rights Movement*, now in its Second Edition, has been in print continuously for 33 years. The first edition in 1987 won second prize of the C. Wright Mills Award and an Outstanding Book Award from the Gustavus Myers Center for the Study of Bigotry and Human Rights.

Beginning August 1, 2020, **Shelia Cotten** will be the Associate Vice President for Research Development and Provost's Distinguished Professor at Clemson University. She will also have a faculty appointment in the sociology, anthropology and criminal justice department and a joint appointment in the department of communication.

David Knottnerus, Emeritus Regents Professor, Oklahoma State University, was presented with the 2019 MSSA Distinguished Career Award (Mid-South Sociological Association).

Jill Kiecolt has retired from the Sociology Department at Virginia Tech.

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 Applications: “Research Institute in Sociology and Social Inequality”

The Texas A&M Sociology department invites students to apply to the Summer 2020 “Research Institute in Sociology and Social Inequality” REU (Research Experience for Undergraduates) site, funded by the National Science Foundation under grant #[1757813](#).

This 8-week summer program is an exciting opportunity for up to 10 undergraduates to gain research experience with close guidance from a faculty mentor. Texas A&M faculty will provide world-class opportunities to engage in research on the causes and consequences of social inequality. Students will gain hands-on training in a range of research methods, including interviewing, experiments, and survey analysis. In addition, Texas A&M Sociology boasts three research centers that will support the students’ work: the Texas Federal Statistical Research Data Center; the Stuart J. Hysom Social Psychology Laboratory; and the Howard B. Kaplan Laboratory for Social Science Research. Examples of research projects and details about the program can be found [here](#).

Students will complete a research project and present their work at an academic conference the following semester. The program covers travel costs for the summer, room and board, travel costs for the academic conference in the following semester, and a stipend.

Students can access the application and more information [here](#).

Applications, accompanied by a recommendation letter from a faculty member willing to be the student’s home campus mentor, are due **February 15, 2020**. The program is best suited for students who are currently in their third year of college, although we will consider students at other stages; students must be graduating December 2020 or later to be eligible. We especially encourage applications from first-generation students and students from underrepresented groups.

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

Conference: 45th Mid-South Sociological Association Conference Oct 15-17, 2020

The 45th Mid-South Sociological Association Inc. Conference will be held in Nashville, TN at the Millennium Maxwell House Hotel – October 15-17 2020.

The annual meeting of MSSA, Inc. constitutes a plethora of diverse sessions, roundtables, and workshops for seasoned and emerging professionals, as well as graduate and undergraduate students. The conference theme “Post-Fact Society: Sociological Solutions for the War on Truth” will take the city of Nashville by storm. As President-elect of MSSA, Inc. I invite each of you to join us (the MSSA family) in Nashville to dialogue with our scholars, explore publishing opportunities with our editors, and to create engaging conversation circles with the Executive Council and membership at –large as we continue to promote excellence in teaching, research, and service.



For more information about how to participate please contact Tina Deshotels, PhD at tdeshotels@jsu.edu.

Conference Announcement

Care-Practices of Fathers in International Comparison: Do Policies Matter? The Hochschule Landshut, Germany, January 16-18, 2020

We cordially invite you to the International Father Research Conference "Care-Practices of Fathers in International Comparison: Do Policies Matter?" taking place at the Hochschule Landshut (near Munich) in Germany, January 16–18, 2020.

Scholars from a variety of European countries (including the U.K., Iceland, Lithuania, Sweden, Spain and Hungary), China and the U.S. will present recent research findings. The thematic focus is on the tensions among paternal everyday practices and gender-based welfare state structures in the context of diverse family forms, critical life events and legal requirements. The keynote speaker is Prof. Barbara Hobson from Stockholm University.

A special goal of the DFG sponsored conference is also the establishment of an international research network and the establishment of transnational cooperation. This will be facilitated by the exchange of ideas in reflection groups (small breakout sessions for researchers with similar research interests) after each session. The last day is dedicated to providing opportunities for networking and collaboration.

For registration and further information, please visit the [conference homepage](#). Please find attached the flyer with the detailed conference program and further information. For any questions, please contact the organizers: FatherResearchConference@haw-landshut.de.

ANNOUNCEMENTS AND SOCIETY NEWS

Call for Papers: Conference on Right Wing Studies & Conference for Research on Male Supremacism

The [Berkeley Center for Right-Wing Studies](#) (CRWS) and the [Institute for Research on Male Supremacism](#) are pleased to announce a general call for papers for a [joint conference](#). The Conference on Right-Wing Studies and Inaugural Conference for Research on Male Supremacism will take place August 5-7, 2020 in Berkeley, CA. Papers on all topics related to the Right as a social, political, or intellectual phenomenon from the 19th century to the present day are welcome. In addition, there will be a special conference track dedicated to the burgeoning area of research on male supremacy.

Participants will have the rare opportunity to join an expanding network of scholars who conduct research on the right-wing and on male supremacy, facilitating the development of this interdisciplinary field and future collaborations that emerge from these connections. In 2019, we welcomed over 80 presenters from North America, South America, and Europe to Berkeley for the Inaugural Conference on Right-Wing Studies. (To view the schedule of papers from the prior conference, [click here](#).) This year's conference will open with an optional full-day digital security training for researchers working in vulnerable areas.

We invite proposals for panels and paper presentations from faculty, graduate students, independent scholars, and others whose work addresses the study of the Right. Individual paper proposals should consist of a title and 500-word abstract. Panel proposals should include a title and a 500-word panel abstract, as well as titles and brief abstracts for all papers; discussants and chairs are welcome, but not mandatory. Paper and panel proposals should be [submitted here](#). Both are due by February 3, 2020.

The Berkeley Center for Right-Wing Studies is an interdisciplinary academic center uniting scholars from different fields, departments, and methodologies based at the University of California, Berkeley. The Institute for Research on Male Supremacism is a new organization that brings together experts from both inside and outside of academia to analyze and expose the dangers of misogynist ideology and mobilization. For more information, send an email to contact@theirms.org, or visit the CRWS website at crws.berkeley.edu or the IRMS website at theirms.org.

ANNOUNCEMENTS AND SOCIETY NEWS

CFP: INTERDISCIPLINARY WORKSHOP ON WEBCAM SEX PLATFORMS (DEADLINE FOR ABSTRACTS: JANUARY 15, 2020)

One of the most striking developments in the global sex industry of the last decade, is the rise of webcam sex platforms. On these platforms, thousands of predominantly female sex workers offer live video-streams, displaying striptease and sexual acts, engaging in conversation or providing entertainment to viewers all over the world. With their low barrier of entry, live and highly interactive character, webcam sex platforms such as Chaturbate or Myfreecams are widely seen as one of the sex industry's most profitable and fastest growing segments. They potentially transform the character of sex work, creating new opportunities and risks at the same time.

But despite these wide-scale socio-economic changes, knowledge of this industry is limited. This interdisciplinary workshop seeks to bring together scholars who are currently working on webcam sex work. We seek contributions from empirically informed studies of webcam sex platforms from a range of disciplines (including but not limited to gender studies, sociology, law, anthropology, media studies, criminology) are welcome. Topics of interest include earnings of sex workers, visitors of webcam sex/clients of webcam sex workers, regulation of webcam sex work and/or webcam platforms, ethnographies of webcam sex work. Contributions based on both qualitative and quantitative methodologies are welcome.

[The workshop will take place at the University of Amsterdam on June 18 and 19.](#) We expect to accommodate 10-15 paper presentations, which will be discussed intensively during the workshop. We will consider publishing a selection of the papers in a special journal issue.

We are currently applying for funding to cover travel costs for all workshop participants. Accommodation will need to be covered by the participants themselves. There will be no workshop fee. Among the confirmed participants are Angela Jones (State University of New York) and Teela Sanders (University of Leeds).

January 15, 2020: Deadline for abstracts (maximum 250 words): Please send the abstract by email to the workshop's main organizer, Olav Velthuis (o.j.m.velthuis@uva.nl).

February 15, 2020: Notification of acceptance

May 15, 2020: Deadline for submission of full papers

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!

ANNOUNCEMENTS AND SOCIETY NEWS

Special Issue: “Social Justice in the Age of Trump: Contemporary Challenges in Confronting Oppression”

Over the last two years of “the age of Trump,” the material conditions of life for marginalized and oppressed groups in the United States and globally has significantly worsened (Girard 2017, Gonzalez et al. 2018); the civic culture is regularly defiled by open expressions of everyday bigotry and the empowerment of organized hate groups (Gordon 2017, James 2017, Niewert 2017, Pollard 2018, Schechter 2017, Taylor 2018). Ordinary citizens increasingly encounter obstructions to meaningful democratic participation and in the decisions affecting their lives (Box 2017, Chemerinsky 2017). These circumstances provide the impetus for this Special Issue. By “the age of Trump” we refer not only to the policies and politics of the Trump Administration, but also to the debasement of civic culture and public discourse, and, critically, the perils to civic participation and representative democracy itself.

How has “the age of Trump” impacted marginalized and oppressed groups (poor and working-class people, people with disabilities, transgender people, immigrants, racial and religious minorities, LGBT people, and others) and their ability confront oppression? In what ways has it disempowered ordinary citizens, degraded our shared civic life and our humanity, and/or endangered our political institutions? What does social justice look like in “the age of Trump”?

Manuscripts should be submitted online at www.mdpi.com by [registering](#) and [logging in to this website](#). Once you are registered, [click here to go to the submission form](#). Manuscripts can be submitted until the deadline. All papers will be peer-reviewed. Accepted papers will be published continuously in the journal (as soon as accepted) and will be listed together on the special issue website. Research articles, review articles as well as short communications are invited. For planned papers, a title and short abstract (about 100 words) can be sent to the Editorial Office for announcement on this website.

The deadline for manuscript submissions is April 1, 2020. Authors may submit manuscripts at any time—we have already published articles for this issue. Because this is an online journal, we are not limited to a small number of papers that we may accept (and we can publish papers that are longer than what print journals typically allow).

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR SUBMISSIONS: 2020 Junior Theorists Symposium
UC Berkeley, California Friday, August 7, 2020
SUBMISSION DEADLINE: Friday, February 14, 2017

We invite submissions of précis for the 14th Junior Theorists Symposium (JTS), to be held at the University of California, Berkeley on August 7, 2017, the day before the annual meeting of the American Sociological Association (ASA). The JTS is a one-day conference featuring the work of up-and-coming sociologists, sponsored in part by the Theory Section of the ASA. Since 2005, the conference has brought together early career-stage sociologists who engage in theoretical work, broadly defined.

It is our honor to announce that [Clayton Childress](#) (University of Toronto), [Shaneda Destine](#) (University of Tennessee, Knoxville), and [Hillary Angelo](#) (University of California, Santa Cruz) will serve as discussants for this year's symposium. Additionally, the symposium will include an "after-panel" titled "Theorizing for Troubled Times" (Panelists to be announced) and a keynote address from [Kyle Green](#) (SUNY Brockport) and [Daniel Winchester](#) (Purdue), winners of the 2019 Junior Theorist Award for their article "Talking Your Self into It: How and When Accounts Shape Motivation for Action."

We invite all ABD graduate students, postdocs, and assistant professors who received their PhDs from 2018 onwards to submit up to a three-page précis (800-1000 words). The précis should include the key theoretical contribution of the paper and a general outline of the argument. Successful précis from last year's symposium can be viewed [here](#). Please note that the précis must be for a paper that is *not* under review or forthcoming at a journal.

As in previous years, there is no pre-specified theme for the conference. Papers will be grouped into sessions based on emergent themes and discussants' areas of interest and expertise. As such, we invite submissions from all substantive areas of sociology, and especially from the above discussants' fields of expertise (culture, economic sociology, organizations; race, gender, sexuality, and social movements; environment, nature, and urban sociology).

Please remove all identifying information from your précis and submit it via [this Google form](#). Andy McCumber (University of California, Santa Barbara) and Jaclyn Wypler (University of Wisconsin—Madison) will review the anonymized submissions. You can also contact them at juniortheorists@gmail.com with any questions. The deadline is Friday, February 14. By mid-March we will extend up to 12 invitations to present at JTS 2020. Please plan to share a full paper by July 17, 2020. Presenters will be asked to attend the symposium in its entirety in order to hear fellow scholars' work. Please plan accordingly. Finally, for friends and supporters of JTS, we ask if you might consider donating either on-site, or through PayPal at [this link](#) or to the juniortheorists@gmail.com account. If you are submitting a proposal to JTS 2020, we kindly ask that should you wish to donate, you only do so after the final schedule has been announced.

ANNOUNCEMENTS AND SOCIETY NEWS

Call for Submissions: 2020 Methods Section Mid-Year Meeting March 20 at the University of Arizona

We seek proposals for the ASA Methods Section Mid-Year Meeting, to be held Friday March 20 at the University of Arizona. The meeting will be held in conjunction with the 10th Annual Arizona Methods Workshops, held March 21-22 (<https://sociology.arizona.edu/methods>).

The theme of the meeting is *Replication and Rigor*, broadly defined. We are interested in methodological developments, procedures, and/or guidelines that contribute to the ongoing conversation about replication in the social sciences. We are also open to general contributions involving a variety of methodological approaches including, but not limited to survey research, ethnography, computational sociology and the analyses of “big data,” experimental methods, in-depth interviewing, and historical research, as they increase the rigor of social scientific research. If you have questions about the fit of a potential submission, please contact the organizing committee at methods2020@gmail.com.

There will be a keynote panel on the theme of Replication and Rigor, with Jeremy Freese, Jim Moody, Martín Sánchez-Jankowski, and Kate Stovel serving as panel members. In addition, there will be multiple sessions throughout the day. Graduate students are particularly encouraged to submit their methodological work. The meeting will conclude with a poster session highlighting the work of students.

We are open to work at various stages of development. Accordingly, submissions may range from extended abstracts (approximately 500 words) to full (but unpublished) papers. The submission deadline is **January 15, 2020**. Submissions should be sent, as PDF attachments, to methods2020@gmail.com with the subject “Paper Submission.” Decisions will be announced by February 1.

Funding opportunity for graduate students:

We are using ASA Methods Section funds to offer a limited number of travel awards to graduate students whose submissions are accepted. Travel award recipients will be selected by a committee based on quality and fit of the submission, financial need, and diversity. *To apply for a travel award, please provide a cover letter with your paper or poster submission.* In this letter, you should state the following: **(1)** your financial need, up to \$500, **(2)** whether you also plan to attend the methods workshops, and **(3)** if you will still attend the meeting without a travel award. Students wishing to also attend the methods workshops can apply for the Scott R. Eliason award to cover workshop fees (apply at <https://sociology.arizona.edu/methods>).

Membership News: *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

**Call for Panel Submissions, Abstract Submissions, and Abstract Reviewers
Interdisciplinary Association for Population Health Science Fall
Conference “Policies, Places, and Profits: Manufacturers of Illness and Health”
Minneapolis Marriott Center in Minneapolis, Minnesota, Sept 30–Oct 2, 2020**

CALL FOR PANEL SUBMISSIONS

Groups of individuals are invited to submit panels that will present original research or engage in innovative discussions that push the boundaries of population health science, practice, theory, methods, student training, or technological innovations (or a combination of these) around a significant issue related to population health. Note that work presented in these panels should not yet be published. All proposed panels should include the session organizer, and 3-4 panelists. All population health topics are welcome. Topics related to the conference theme are especially encouraged. [Click here](#) to learn more.

CALL FOR ABSTRACT SUBMISSIONS

Individuals or co-authored teams are welcome to submit an original abstract for consideration on the program. Accepted abstracts will be presented in either a poster or an oral contributed session. Abstract may present original research, practice, theory, methods, and new ideas on student training, to technological innovations. [Click here](#) to learn more.

CALL FOR ABSTRACT REVIEWERS

We are soliciting abstract reviewers for the conference. The abstract review will begin on March 30, 2020. [Click here](#) to learn more.

Key dates:

Submission Deadline: March 9, 2020

Registration Opens: April 1, 2020

Conference: September 30–October 2, 2020

Conference Website: <https://iaphs.org/conference/>

IAPHS Membership:

IAPHS members receive discounted rates to attend the conference. [Join/Renew](#) for the 2020 calendar year!

ANNOUNCEMENTS AND SOCIETY NEWS

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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. Brunσμα
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

- June 10
- September 10
- December 10
- February 10

