

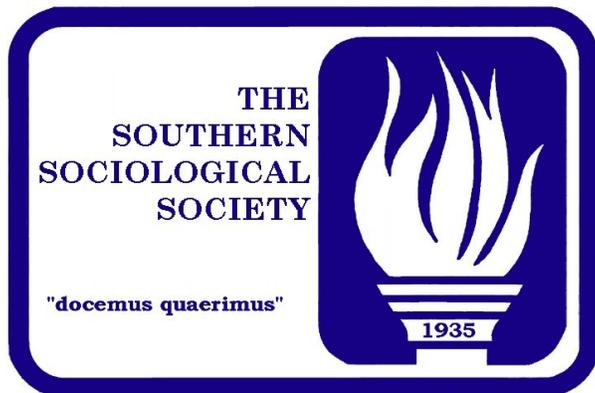
The Southern Sociologist

The Newsletter of the Southern Sociological Society

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Summer 2020



From Society President Dr. Adia Harvey Wingfield

Hello SSS members! I hope everyone is doing as well as possible under the circumstances. I certainly didn't anticipate writing my first *Southern Sociologist* communication to members in the midst of a global pandemic, escalating police violence, and widespread trauma and turmoil. Please do your best to stay safe, healthy, and well.

It's quite surreal to think about conference planning right now, but I have been doing it nonetheless in hopes that by spring 2021 many of us will be able to travel safely to New Orleans. I have some exciting ideas for the conference programming that I hope we'll be able to see to fruition.

The theme of the 2020 meeting is "[Will America Work? Race, Polarization, and Economic Inequality](#)." This theme touches on topics and ideas that are a core part of my professional interests: the future of work in the United States, the ways current work arrangements uphold and maintain racial inequality, and how all this occurs in the context of an increasingly polarized society. I settled on this theme before the recent protests for racial justice, but these issues are endemic, and will be no less relevant next year.

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From Society President Dr. Adia Harvey Wingfield, continued

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I am confident that we'll have plenty to discuss in New Orleans.

I'm in the process of putting together some plenaries that I hope will be really exciting and interesting. (More information to come about these in the next update!) In the meantime, to the extent that we are able to continue teaching and researching during the pandemic and protests, I really hope to be able to learn more about the various work our members are doing. In my experience, one of the best parts of conferencing is learning more about the innovative work happening in our discipline. Here's hoping that next April we'll be able to "laissez bon temps roulez!"

Adia Harvey Wingfield

Washington University in St. Louis

Adia Harvey Wingfield is the Mary Tileston Hemenway Professor in Arts & Sciences and Associate Dean for Faculty Development at Washington University in St. Louis. Her research examines how and why racial and gender inequality persists in professional occupations. Dr. Wingfield has lectured internationally on her research in this area, and her work has been published in numerous peer-reviewed journals including *Social Problems*, *Gender & Society*, and *American Sociological Review*. She is currently President-elect of the Southern Sociological Society, one of the largest regional sociological associations in the country, and is a regular contributor to *Slate*, *The Atlantic*, and *Harvard Business Review*. Professor Wingfield is the author of several books, most recently [Flatlining: Race, Work, and Health Care in the New Economy](#), and is the recipient of the 2018 Public Understanding of Sociology award from the American Sociological Association.

(from <https://sociology.wustl.edu/people/adia-harvey-wingfield>)

Meet our new President,
Dr. Adia Harvey Wingfield



Letter from the Editor, James N. Maples:



I often wonder what it would be like to have been a sociologist in some earlier generation. I imagine it would be quite amazing working with folks like C. Wright Mills, W. E. B. Du Bois, or even our Society's very own, Ida Harper Simpson (someone I'm honored to have met several times). It would be valuable to be part of their thought processes as they explored the sociological issues of their day. Yet, I cannot think of another time I would rather be a sociologist than this very moment. We are living in historic times, and for that reason I feel very lucky and privileged to be in a field wholeheartedly dedicated to studying these fleeting moments happening around us.

The start of a new volume (52!) is often a bittersweet time at TSS as another cohort of graduate student editors leave to fulfill their destinies. Two of my editors have defended their dissertations: Dr. Harry Barbee and Dr. Della Winters! Of note, Dr. Barbee is the last of my original cohort of TSS graduate editors. I'm extraordinarily proud of my colleagues and wish them well. I'm also sad to see my first undergraduate editor, Kyndall Tiller, and our student life editor

Walker Lee rotating off as they pursue their own future paths.

Yet departures also mean new faces. I'm quite pleased to announce our new cohort of graduate student editors. First Jason D'Amours (Florida State University) will be stepping into Dr. Barbee's column on announcements and society news. Next, Heather Sue McDonald (University of Georgia) will be leading our SWS-S column following Dr. Winters' departure. Next, TSS will be working with the SSS Graduate Student Committee on a column dedicated to providing useful information and more to our graduate colleagues. This column will be led by Rachel Sparkman and Tyler Bruefach (both Florida State University). Look forward to seeing these editors in our next edition. Likewise, I'm happy to share that Kelsey Mischke (NC State) and Manny Ramirez (Univ. of Connecticut), and Nadya Vera (Univ. of Tennessee) will be staying on with TSS for another four editions.

As the July heat lingers into August, take a moment to reflect on these fascinating times in which we are fortunate to dwell. Think about how this can be brought into our classes, our conversations with colleagues, and our time with students. Embrace this moment.

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

TSS Graduate Editors Complete PhDs, Join Faculty at Vanderbilt, Arkansas State.



In August, Harry Barbee will be joining the Center for Medicine, Health, and Society at Vanderbilt University as a postdoctoral researcher. Dr. Barbee will be working with a research team of interdisciplinary scholars studying the health and aging of older LGBTQ people living in the US South. Dr. Barbee's focus will be on exploring social conditions that help LGBTQ people navigate aging in mid and later life.



In August, Della Winters will be joining the Arkansas State University faculty as Assistant Professor of Sociology. Della received her PhD from the University of Tennessee-Knoxville, where she studied Criminology and Reproductive Justice. Dr. Winters is currently exploring the role of long-acting reversible contraceptives (LARC) among marginalized populations in East Tennessee.



TEACHING CORNER

Committee on Sociology in Community and Small Colleges

Naomi Simmons (committee chair, Newberry College)
Kendra Jason (University of North Carolina Charlotte)
Sarah Cribbs (Randolph-Macon University)
Aaron Rowland (University of Tennessee Martin)
Ramona Olvera (Owens Community College)
Regine Jackson (Agnes Scott)
Amy Sorenson (Emory & Henry College)

Sarah Cribbs, Teaching Corner Editor (sarahcribbs@rmc.edu)
Student Editors: Tarah Leake and Mike Avent Randolph Macon College)

Let's Talk Focus Groups!

Naomi Simmons, Assistant Professor of Sociology
Brooke Berry, Undergraduate Student, Psychology

Introduction

In the Fall of 2018, a colleague and I debuted a re-designed Research Methods course in our Social and Behavioral Sciences Department. The goal of this course was to engage students in real world *applications* of the research methods we covered to facilitate deeper student understanding by developing the skills necessary to design and conduct their own research during their senior capstone experience. As part of this course, students were required to work in small groups to design and conduct a focus group about student retention on our campus. Each group was assigned a particular area of focus (student athletes, race, gender, major, year in school), conducted a review of literature, designed a questioning route, obtained IRB approval, and worked as a moderating team to facilitate an actual focus group where data was collected.

Redesigning the Course

In the past, the research methods course in our department was taught in a stand and deliver format where students were given an overview of a variety of research methods and assessed on how well they could recall the facts and concepts related to each method. Although that is an important part of student learning, we were focused on improving students' abilities to apply research methods in a way that would better prepare them to create original research designs during their senior capstone experience. Additionally, in order for students to develop a deep personal investment in their education they need opportunities to engage with real tasks and problems that allow them to emulate what experts do in their fields (Dewey 1902). Therefore, we set out to create a learning environment that allowed our students to explore and address real world problems that required real solutions, engaged them collaboratively

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with other students and their instructors, and created a tangible product that represented deep, meaningful understanding and application of a research method (Krajcik & Blumenfeld 2009).

A Teacher's Perspective

Students came to the first day of class with a wide variety of expectations most of which were negative and reflected a strong uncertainty about what research methods were and what a class about research methods would be like. When students arrived, they were told this class would require *active* learning centered around their participation in real research, most significant of which would be an actual focus group. Students immediately expressed to us that they were nervous and uneasy. Some had heard the term focus group before, but the majority had not and were hesitant about how they would learn the course information while also managing a large-scale project.

We spent the first few weeks of the course working through the steps of the scientific method, discussing hypotheses, variables, and correlation, and then about four weeks into the semester we began our Focus Group Unit. Students first listened to an episode of the *Give Methods a Chance* Podcast titled Audrey Kobayashi on Focus Groups, Transnationalism, and Citizenship. Next, they worked through additional readings that emphasized the fundamentals of creating and executing focus groups. I then introduced them to the issue of student retention and shared information about how our own institution has worked, and is working, to address student retention.

Over the past five years, our institution has been committed to developing a deeper understanding of both the students we retain each semester as well as those we do not retain. At the time of our class, I served on a task force that conducted a series of focus groups with students to better understand how co-curricular activities played a role in student retention. The preliminary results of that research showed clear differences in retention related to a student's athletic status, race, and major. In order to delve deeper into this data, I decided to pose this real-world problem to the Research Methods students and let them design focus groups that could further elucidate the causes of student attrition specifically related to these factors.

Once students got started, they remained incredibly engaged throughout the entire process. The groups of 5-7 students researched retention issues in their particular area and worked with me to develop questioning routes and appropriate consent forms that were submitted for IRB approval. I was most impressed with the responsibility they took scheduling dates, times, and meeting spaces for their focus groups, as well as the care they took in recruiting their participants. Students were also given a \$10 budget to purchase appropriate snack and drinks for their focus groups, and they were very enthusiastic and creative in these choices.

The difficulty I observed most often was students struggled to be sure of their roles and to take charge independent from my guidance. When given the opportunity to lead this effort and make decisions, many came to me to reassure them about each step of the process or to ask how each item would be graded (multiple times). Moving to a student-led, inquiry-based model was certainly out of the norm for them, and although I believe it is a valuable endeavor, in the future, more needs to be done to prepare students for this learning shift both in the course and potentially across our depart-

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ment.

Lessons from a Student

As a sophomore who was shy and not particularly excited about group work, I was extremely nervous when I began this class. I was one of the students who had no idea what focus groups were and I was unsure about how to approach what seemed like a very big project in a short amount of time. Dr. Simmons explained that the information obtained from our research was going to be shared with our Vice President for Academic Affairs and used to help inform the conversation in student retention committees at our college that work on issues related to student retention. I was hesitant because I felt a responsibility to make sure everything was done well and that the data would be of good use to the school. Additionally, group work can always be difficult to navigate and I was worried about how I could ensure that I was with a group with people who were kind and did what was expected of them: I also wanted to have a good grade on this assignment.

The beginning stages of the project were definitely the most challenging. One significant issue was that there was a day early on where the majority of my group was absent as we began working on a literature review and annotated bibliography. We quickly realized that improving our group communication was going to be essential to our success and decided to set up group text messaging through Group Me. We also ended up assigning different components of the project to each member so we could each continue to work outside of class, even if a group member missed class. We also realized that Dr. Simmons wasn't going to answer all of the questions we had and that we needed to make sure we were working in a collaborative way to make sure our discussion was scheduled and that our food and drinks were purchased. We decided to check in with each other regularly on Group Me and through email when we were not in class. Once my group developed a strategy for working better together, I came to really enjoy the whole process and gained important research skills.

I wanted to find a way to continue on with the data analysis portion of the project and explore the implications of our data on retention. I worked with my professors to create an Independent Study the following semester where another classmate and I could learn the process of transcribing, coding, and content analysis. Through this extension of the class, my research partner and I coded and interpreted results from the focus groups with student athletes. We presented this at the Carolina Undergraduate Social Science Symposium where we highlighted challenges student athletes faced, including the cost of uniforms and sports equipment, limited time to engage in social activities, and feeling exclusion based on race and gender.

Overall, being involved in both parts of this project has helped me appreciate the value of collaboration and I learn how to find the joy in sharing the responsibility of designing and implementing a research project. Being exposed to the field of research in this way made me more certain that it is something I would like to pursue in my career and I'm going to continue to look for more ways to be involved in hands-on research while I finish my degree.

Conclusion

Focus groups are a great methodological tool for gaining a deeper understanding of what people are

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thinking or feeling in a way that surveys cannot. The discussion that occurs in a focus group allows participants to not only answer questions posed by the moderator, but to ask questions of each other and of themselves. In this way, participants are encouraged to share perceptions and opinions and to explain themselves and their experiences to others. So too, planning and administering a Focus Group can be a great opportunity for students to not only gain a deeper understanding of a methodological tool, but also to learn how to ask meaningful questions and to share and explain their perceptions and experiences with each other.

I received a lot of positive feedback from students who took this course, and many of these students who went on to Capstone proposed projects with a Focus Group design. Additionally, across my other sociological courses such as Stratification and Sociology of Gender, students have also proposed Focus Group centered projects. We plan to continue to build on this activity in next year's section of Research Methods, this time with a focus on some issues of inclusion and equity that came up in our analysis of the student retention discussions. We also plan to continue allowing this process to be largely student-led as it turned out to be one of the most valuable parts of the learning experiences for many of them in the vocational journey across the social sciences. We hope that our reflections help guide others in creating research methods activities that can engage students in addressing meaningful and important issues that are part of their real-world experiences on campus.

References

Dewey, J. 1902. *The Child and the Curriculum*. Chicago: University of Chicago Press.

Krajcik, J. & Blumenfeld, P. 2009. "Project-Based Learning." Pp. 317-334 in *The Cambridge Handbook of the Learning Sciences*, edited by R. Sawyer. Cambridge: Cambridge University Press.

We Want to Hear About You!

The Southern Sociologist wants to help celebrate the Society's amazing members. In 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.

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).

Brooks, Clem, and Kyle Dodson. 2020. "Rights and Tolerance Support in U.S. Presidential Elections, 1992-2016." *Social Currents OnlineFirst*:1-22. [[Abstract link](#)]

Do individual's attitudes toward issues like abortion, LGBTQ rights, and tolerance of diversity influence their voting behavior? Using data from the American National Election Studies, Brooks and Dodson examine the effect of rights and tolerance attitudes on presidential candidate support for elections between 1992 and 2016. In addition, and for the first time, Brooks and Dodson examine the impact of racial resentment, anti-immigration sentiments, and white identity in the 2016 presidential election. Consistent with previous research, results show that rights and tolerance attitudes significantly influenced presidential candidate choice in elections between 1992 and 2016. Racial resentment and anti-immigration attitudes also significantly shaped voting behavior and had an independent effect on the 2016 election. Results demonstrate the importance of considering rights and tolerance attitudes in theory and research on voter behavior and election outcomes.

Barringer, M. N., J. E. Sumerau, and David A. Gay. 2020. "Generational Variation in Young Adults' Attitudes toward Legal Abortion: Contextualizing the Role of Religion." *Social Contexts* 7(3): 279-96. [[Abstract link](#)]

Young adults' support for legal abortion has declined across generations. Comparing cohorts using cross-sectional data from the 1978, 1980, 1998, 2000, 2016, and 2018 GSS, Barringer, Sumerau, and Gay find that Baby Boomers (born 1946 to 1964) between the ages of 18 and 35 exhibited the most support for legal abortion followed by Millennials (born 1981 to 1996). The Generation X cohort (born 1965 to 1980) demonstrated the least supportive attitudes as young adults. Barringer et al. additionally examine how religious preference and attendance influences young adults' attitudes toward legal abortion. They find that religious preference and attendance are associated with less support for legal abortion across cohorts among evangelical Protestants, Catholics, and sectarian Protestants. No difference in cohorts' support for legal abortion was observed among mainline Protestants and Jews compared to respondents with no religious preferences. Findings speak to the relevance of generational context in sociological analyses.

Calasanti, Toni. 2020. "Brown Slime, the Silver Tsunami, and Apocalyptic Demography: The Importance of Ageism and Age Relations." *Social Currents* 7(3):195-211. [[Abstract link](#)]

Sociologists, consider how our theories, research, and practice might be different if we included age relations. This is what Calasanti asks of us in her 2019 Presidential Address. Older age is a devalued, disadvantaged status associated with loss of authority and power. Older people are assumed to be physically and mentally incompetent, are treated differently across institutions, and regarded as a social burden. Dependency ratios, however, reflect a different picture than these ageist assumptions suggest. While dependence has shifted from younger groups to older groups over time, overall dependency ratios are lower than in the past and are projected to stay low. Furthermore, dependency in older age looks different than younger age. Older adults contribute substan-

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tially in ways children cannot by working past 65 years in age, volunteering regularly, and sharing their life experiences. While few criticize the decline in labor force participation among the young, many express concern of the impending “silver tsunami” and the assumed drain older people place on the social system. Neglecting age as an axis of difference prevents us from contributing to policy debates and understanding the nuanced experiences of older people. So, sociologists, how might your work change by giving greater attention to ageism and age relations, and how they intersect with other inequalities? In what ways can we contribute to conversations surrounding work, welfare, health, poverty, sexuality, and other issues by considering age?

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](#).

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 the SSS annual conference!

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!](#)

Recent Thesis and Dissertation Defense from Our Membership:

Chloe Parker. Mississippi State University. Thesis Defense: "No One Ever Forced Them To": Law Enforcement Perceptions of and Experiences with Human Sex Trafficking.

Alanna Gillis. University of North Carolina-Chapel Hill. Dissertation Defense: "Major Questions: Reproducing Inequality through College Major Decisions." I will be starting a job as an Assistant Professor of Sociology at St Lawrence University in the fall.

Sarah Rogers. Mississippi State University. Dissertation Defense: "Trans Men and the Criminal Justice System: An Exploratory Analysis Examining Intersectional Experiences."

Joseph A Tonjuk. Clemson University. Master's Thesis Defense: "Leadership Development and Service Learning: A Case Study of the Human Ecology Social Impact Assessment."

Katherine L Rowe. Middle Tennessee State University. Master's Thesis Defense; "Emergency Communications: A Quantitative Survey on Emotional Labor."

Recent Publications from Our Membership:

Alcohol, Drugs, and Tobacco

Steverson, Leonard A. 2020. *Addiction Reimagined: Challenging Views of an Enduring Social Problem*. Vernon Press.

Crime, Law, and Deviance

Wakeham, Joshua. 2020. "Lessons from a Failed Gang Intervention Program: Organizational Challenges and the Problem of Implementation," *The Journal of Gang Research* 27(2):25-52.

Wakeham, Joshua, and Gilmer, Brittany. 2020. "Care in Uncaring Places: A Case Study in Somali Piracy Hostage Incidents" *The British Journal of Criminology*. Published first online March 10, 2020: <https://doi.org/10.1093/bjc/azaa014>

Disability and Society

Bucher, Richard D. *A Mommy, A Daddy, Two Sisters and a Jimmy: Autism and the Difference It Makes* (Seattle, Washington: Amazon Publishing, 2019)

Family

Cohan, Deborah J. 2020. *Welcome to Wherever We Are: A Memoir of Family, Caregiving, and Redemption*. New Brunswick, NJ: Rutgers University Press.

Race, Gender, and Class

Sumerau, J.E., TehQuin Forbes, Eric Anthony Grollman, and Lain A.B. Mathers. 2020. "Constructing Allyship and the Persistence of Inequality." *Social Problems*, DOI: 10.1093/socpro/spaa003.

Racial and Ethnic Minorities

Bagasra, Anisah and Mackinem, Mitchell. 2020. *Working With Muslim Clients in the Helping Professions*. Hershey, PA: IGI Global.

Heather A. O'Connell. 2020. "Monuments Outlive History: Confederate Monuments, the Legacy of Slavery, and Black-White Inequality." *Ethnic and Racial Studies* 43(3): 460-478.

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Heather A. O'Connell and Christina Diaz. 2020. "Hispanic Migration and Black-White Inequality: Changing Demographics, Changing Social Positions?" *Spatial Demography* 8(1): 33-61.

Heather A. O'Connell, Katherine J. Curtis, and Jack DeWaard. 2020. "Population Change and the Persistence of the Legacy of Slavery." *Social Science Research* 87(1): online.

Sex and Gender

Rogers, Baker. 2020. "Trans Manhood: The Intersections of Masculinities, Queerness, and the South." *Men and Masculinities*.

Sumerau, J.E. 2020. *Via Chicago*. Boston, MA: Brill.

Sports and Society

Maples, James N., Michael J. Bradley, and Natasha Hacker. Accepted. "Economic Impact of Paddling on the Kentucky River near Fort Boonesborough State Park." *SHAPE*.

Sharp, Ryan L., Michael J. Bradley, and James N. Maples. Accepted. "Who Has the Right-of-Way? Equity and Economics of Off-Highway Vehicle Use in Eastern Kentucky." *Journal of Appalachian Studies*.

Bradley, Michael J, James N. Maples, and Ryan L. Sharp. 2020. "Identifying Perceived Barriers to Social Equity and Equal Access in Kentucky State Parks." *SHAPE* 57(2):18-27.

Clark, Brian G., James N. Maples, and Ryan L. Sharp. 2020. "Awareness and Application of Minimum Impact Practices among Rock Climbers in the Red River Gorge, Kentucky." *Journal of Outdoor and Environmental Education* 23 73-86.

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

Stephanie Bohon will become Head of the Department of Sociology at the University of Tennessee-Knoxville in the fall.

Lisa Covington, Sociology of education PhD Candidate at The University of Iowa, was one of five Iowans to receive the Dr. Martin Luther King Jr. Achievement Award, recognizing individuals for their work toward making the ideals of Dr. King and thousands of other civil rights activists a reality.

Dr. Alanna Gillis will be starting a job as an Assistant Professor of Sociology at St Lawrence University in the fall.

Carmel E. Price has been promoted to Associate Professor of Sociology, with tenure, at the University of Michigan - Dearborn.

Baker Rogers earned tenure and promotion to Associate Professor at Georgia Southern University.

Jon Shefner is stepping down as Head of the Department of Sociology at the University of Tennessee-Knoxville after ten years of notable service to the Department. Under Shefner's leadership, the Department gained in national and international prominence with key hires, expanded faculty, and several prizes, grants, and fellowships. Shefner also recently received the university's prestigious Jefferson Prize.

Julie B. Wiest has been promoted to Professor of Sociology at West Chester University of Pennsylvania.

James N. Maples earned tenure at Eastern Kentucky University. He was promoted to Associate Professor of Sociology in 2018.

Della Winters will be joining the faculty at the Arkansas State University as Assistant Professor of Sociology.

Harry Barbee will be joining the Center for Medicine, Health, and Society at Vanderbilt University as a postdoctoral researcher.

ANNOUNCEMENTS AND SOCIETY NEWS

Have an announcement to make?

Please submit it to graduate student editor Jason D'Amours (Florida State University) by clicking [here](#). As TSS is published quarterly, please send announcements well in advance of any deadlines for submission.

ASA's COMMUNITY ACTION RESEARCH INITIATIVE GRANTS (DEADLINE AUGUST 31)

The American Sociological Association encourages applications for the Community Action Research Initiative (CARI) grants. CARI grants are for projects that bring social science knowledge and methods to bear in addressing community-based problems. **Applicants must submit by August 31, 2020.**

Applications are encouraged from sociologists working in a variety of work settings including academic institutions, research institutes, private and non-profit organizations, and government agencies. Graduate students are eligible to apply, but CARI funds cannot be used to support dissertation research. While ASA membership is not a criterion for applying, it is required to receive a grant. All ASA members are obligated to follow the ASA Code of Ethics, and grantees must provide pertinent IRB approval if necessary. Grants are for up to \$3,000 of direct costs.

For more information on the CARI Grant, please click [here](#).

Call for Book Proposals: Navigating Careers in Higher Education

The Susan Bulkeley Butler Center for Leadership Excellence (SBBCLE), Purdue University, West Lafayette (USA) seeks proposals for the book series, [Navigating Careers in Higher Education](#). The series is through Purdue University Press.

The success of diverse faculty entering institutions of higher education is shaped by varying factors at both the individual and institutional levels. Gender, race, class, ethnicity and immigrant generation as well as their intersections and interplay influence experiences and aspirations of faculty members and administrators. Women have earned half or more of all doctoral degrees for almost a decade yet remain disproportionately underrepresented in tenured and leadership positions throughout academia. Anyone in higher education from across the world can submit a book proposal.

Navigating Careers in Higher Education utilizes an intersectional lens to examine and understand how faculty members and administrators navigate careers and their aspirations to succeed. The series will include edited collections and monographs that adopt an interdisciplinary empirical approach that has theoretical, pedagogical, or policy impacts in addition to enabling individuals to navigate their own careers. Books may adopt a US or a global focus and topics may include addressing sexism, homophobia, racism, and ethnocentrism; examining the role of higher education institutions; analyzing the effects of growing non-tenure track faculty; addressing the challenges of pursuing a research agenda that may be perceived as controversial; maintaining a life-work balance; and entering leadership positions. Additional topics related to careers in higher education are also welcome. Book proposal guidelines are [here](#).

For additional information and to submit proposals, email butlercenter@purdue.edu.

ANNOUNCEMENTS AND SOCIETY NEWS

Mid-South Sociological Association Inc. 46th Annual Meeting *Post Fact Society: Sociological Solutions for the War on Truth*

The Mid-South Sociological Association Inc would like to invite you to participate in our 46th Annual meeting this October in Nashville, TN. The theme for our annual conference is a ***Post Fact Society: Sociological Solutions for the War on Truth*** and a full list of scheduled sessions is attached.

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

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

The early deadline for submissions is **July 25, 2020**. If you have any questions/concerns and/or suggestions please contact our MSSA Inc. President-Elect and Program Chair Tina Deshotels, at tdeshotels@jsu.edu. We sincerely hope to see you, either in person or virtually, this October.

Call for Papers: Special Issue of *Punishment & Society*

Submissions are sought for a special issue of *Punishment & Society*, 'Legacies of Empire'. The special issue will examine the global legacy of empire and colonialism through its effects on the penal regimes and practices of former colonies. Submissions are sought which explore the historical patterns of penal journeys as well as the contemporary legacy of many of these phenomena, including the aftermath of colonial policies on Indigenous communities. Contributions are sought which contribute to the field of punishment and society (e.g. through literature, theory, empirical material).

Abstracts of 500 words should be sent to the guest editors (emails below). Submissions are received on a competitive basis and will be reviewed by the guest editors. A selection will be accepted and the full manuscript subject to peer review (deadline for submission of final manuscript TBC with contributors at a later date).

We particularly welcome submissions from scholars based in the Global South.

Abstracts should be sent to the guest editors by 15th August 2020.

For more details and to submit abstracts please email the guest editors (email links below):

[Lizzie Seal](#) (University of Sussex, UK), [Bharat Malkani](#) (Cardiff University, UK), [Lynsey Black](#) (Maynooth University, Ireland), [Florence Seemungal](#) (University of the West Indies Open Campus, Trinidad and Tobago), [Roger Ball](#) (University of Sussex, UK)

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
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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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