

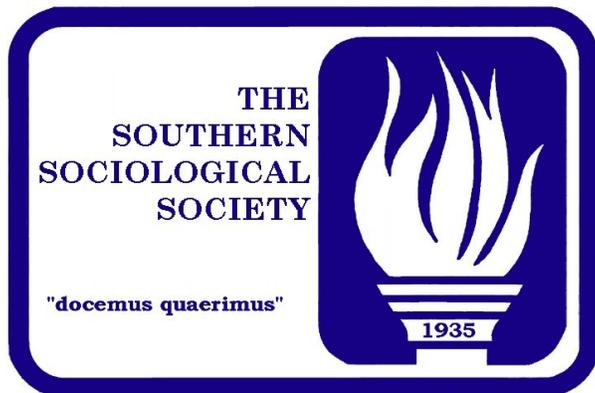
The Southern Sociologist

The Newsletter of the Southern Sociological Society

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From Society President Dr. Adia Harvey Wingfield

Hello SSSers! I hope everyone is doing as well as possible and looking forward to a safe end of the semester and year. Probably many of us are quite ready to close the books on 2020 and see what the new year has in store.

For myself, I'm still working with our team to figure out SSS 2021. I can say with certainty that we do know that one way or another, we will have a meeting. The format of that meeting, however, is still yet to be determined. We continue to plan along parallel tracks—making arrangements for an in-person meeting in the event that it becomes safe to do so, but also thinking about what we would need to do for a virtual meeting if it comes to that. I hope to be able to make an announcement about that at some point soon. Either way, please rest assured that we will prioritize the health and safety of our members, and will be able to have an annual meeting that puts people first while still allowing us to have an exciting, invigorating conference.

In that spirit, I would like give an update on the two plenaries for the meetings, which I'm very excited about and hope you will be too. I knew early on that I wanted to use these plenaries to highlight the im-

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From Society President Dr. Adia Harvey Wingfield, continued

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portant links between what sociologists are doing and the effect our work has outside of academia. I believe very strongly that sociology is most impactful when we share our conclusions and research with broader publics writ large, but I am aware that doing so is often a tricky and fraught endeavor. I know that many of our colleagues who are also leading our professional organizations wrestle with some of these same considerations. So to that end, the 2021 meetings will feature two plenaries that seek to facilitate dialogue and exchange between the presidents of some of our other professional associations, and activists and leaders who are doing the work on the ground to address the issues many of us research and study.



One plenary, “The Role of Academic Scholarship in Solving Social Problems,” will feature a moderated conversation between Aldon Morris, President of the American Sociological Association, and Mary Moran, Director of Our Voice Nuestra Voz, a New Orleans organization that focuses on the political, economic, and social advancement of Black and Brown people. Mary is a political strategist and organizer whose work in these areas has yielded tangible results in establishing living wage policies and protecting undocumented students, among others. Aldon is the Leon Forrest Professor of Sociology and African American Studies at Northwestern, author of the award winning book *The Scholar Denied: WEB DuBois and the Birth of Modern Sociology*, and the 112th President of the American Sociological Association.

The second plenary, “Past is Prologue: What History Can Tell Us About the Future for Underrepresented Groups,” will be a moderated discussion between Mignon Moore, President of Sociologists for Women in Society, and Malaysia Walker, Board member with Louisiana Trans Activists. Malaysia is a New Orleans-based activist for trans rights whose accomplishments include working to promote adequate health and medical care for trans communities in Louisiana, where access to comprehensive, compassionate care is often limited. Mignon is a Professor of Sociology at Barnard College, author of the 2011 book *Invisible Families: Gay Identities, Relationships, and Motherhood Among Black Women*, and the current President of Sociologists for Women in Society.

I have no doubts that these are going to be amazing conversations. I’m so excited to hear what Mary, Aldon, Mignon, and Malaysia have to say about these timely and relevant topics. And most of all, I look forward to seeing and interacting with many of you at our next meeting, and highlighting the important work that our members are doing. More to come soon!

Adia Harvey Wingfield
Washington University in St. Louis

Letter from the Editor, James N. Maples:



It feels entirely odd to be preparing my spring classes this week knowing that I won't be teaching on campus this spring. In previous editions of TSS, I've talked about the oak tree outside the window of my office. For now, I've traded that for the weather-beaten maple tree in my backyard.

Every year, both of those massive trees drop their seeds like clockwork. The maple tree blankets my yard (and my neighbor's gutters) with whirling seeds each spring, and every fall, that beloved ECU oak tree inundates the lawn and sidewalk with acorns. It occurs to me today that those trees are not unlike professors. We widely spread the knowledge we've been blessed with in hopes that it will take root. This gives me some comfort as I long for returning to the classroom.

This edition of TSS brings fantastic well-being advice from our new Grad Office section, a teaching note using local historical examples to teach theoretical concepts, and summaries of articles from *Social Currents*, our Society journal. We share news from SWS-South, the publications and accomplishments of our members, and information on several upcoming virtual conferences, including one [right here at ECU!](#) Sadly, this edition also shares the news of the passing of one of our members, Dr. Jacqueline Boles. Dr. Boles served for over three decades at Georgia State University. Her obituary is included on the next page.

I am grateful for the work of my TSS editorial colleagues. Their dedication and service makes this newsletter possible.

James N. Maples, PhD
Eastern Kentucky University

Nadya Vera is currently a graduate student focusing on environmental sociology at the University of Tennessee. She earned a master's degree in mass communications with an emphasis in public relations at the University of Florida and a bachelor's degree in theater arts at Florida International University. Before her return to academia Nadya managed media relations for animal fighting issues at the Humane Society of the United States in Washington, D.C., and worked as a public health educator for the Washington County Department of Health & Human Services in Hillsboro, Oregon. Nadya lives in Knoxville, Tennessee, with her husband, 3-year-old son, a newborn son, and additional four-legged family members.



Transitions

Jacqueline Boles (1932-2020)

Jacqueline, “Jackie,” Boles died on December 6th of a pulmonary embolism. She was 88 years old and predeceased by her parents and husband, Don. Jackie was born on February 9, 1932 in Salt Lake City, Utah. She received her undergraduate degree in 1958 from Oglethorpe College, her M.A. from Emory University 1960, and Ph.D. in Sociology from the University of Georgia in 1973.



Jackie Boles was an esteemed faculty member in Georgia State University’s Sociology Department for more than 35 years, rising to the rank of Professor and retiring with her appointment as Professor Emerita. She did it all, and with grace and understatement. Jackie was a first-rate scholar. She published over 40 articles in professional journals, wrote many chapters in edited volumes, and presented dozens of papers at national and regional meetings. Jackie was interested in people, especially people who engaged in unusual occupations and behaviors. She was a major contributor to the study of deviant occupations with her work on the lives of male, female, and transvestite strippers, prostitutes, carnival workers, and gamblers, among others. She was curious about their lifestyle and subculture, but most of all she wanted to tell their stories from their perspective, with sympathy and understanding. In the late 1980s and early 1990s, together with Kirk Elifson, she received major grants from the CDC to study the epidemiological risk factors associated with HIV infection among male and female prostitutes. This project led to multiple publications, presentations, and provided a major direction for her research for years to come. Her final project was an in-depth study of people in show business, *Life Upon the Wicked Stage: A Sociological Study of Entertainers* (2012), with a picture of her husband in his stage costume on the cover. Jackie was such a gracious colleague that her co-authors and collaborators often became life-long friends.

Jackie Boles, a successful scholar, was a one-of-a-kind teacher who will be long remembered by colleagues in the GSU Sociology Department and by her legion of former students. Jackie’s laugh was unforgettable. It was a booming, heart-felt, and gleeful laugh that filled the largest lecture rooms and echoed across adjacent hallways to the absolute joy of all around her. She regularly taught classes on the topics of popular culture, work and employment, sex roles, and gays and lesbians in society. Generations of GSU students flocked to her classes as much to experience her warmth and engaging presence as to be fascinated by her first-hand accounts of the people she studied. Frequently her former students continued to visit her office and remained in close contact with her for years to come. The Sociology Department created the Jacqueline Boles Teaching Fellowship in 2000 in her honor, in appreciation of her distinguished academic career and genuine love of teaching.

Jacqueline Boles was a loving wife, mother, grandmother, and great grandmother. She is survived by her four children: David Boles (Patricia) of Decatur, Dan Boles of Atlanta, Robyn Olmsted (Fred) of Idaho, and Sarah Boles of Atlanta; four grandchildren; and two great grandchildren. The family hopes to have a celebration of Jackie’s life when people have been vaccinated, perhaps in the Spring.

Welcome to the Grad Office

What is *The Grad Office*?

“The Grad Office is a column written for grad students, by grad students. In each issue, we’ll address one or more topics as we (and other graduate students) have experienced them. Most important is our aim to provide you, the reader, with useful information, tools, and resources that are less-formalized within graduate programs. Whether a qualitative or quantitative researcher, first-year or sixth-year, first-gen or not, we want you to have gained something useful!”

The Committee on the Status of Students is designed to aid and support all student members of SSS. As a committee, we are here to listen to your concerns, celebrate your successes, and offer support and guidance as you navigate your academic experiences. We will be working closely with TSS to make sure the most pressing topics and issues impacting students at all levels are addressed and highlighted in the newsletter. As we continue to navigate a difficult and stressful time, we hope to foster a sense of community that will serve as a resource for all students. This academic year, we plan to create virtual networking opportunities for students and faculty from different universities and research areas across the discipline. These events will hopefully take place prior to the annual conference, so students will be able to cultivate relationships before we convene for meetings. We encourage students to reach out to us with any concerns or recommendations they might have about improving the student experience within and outside of SSS.

Taylor M. Jackson, M.S.
Deana Rohlinger, PhD
Florida State University

Taylor M. Jackson is currently a doctoral candidate in the department of sociology at Florida State University. Broadly, her research interests are race, gender, work, social media, and mental health. She primarily uses qualitative and digital methods in her work. Her dissertation examines how Black women utilize social media platforms to engage in self-care and cope with racism in their daily lives. She is also interested in how racial, gender, and sexual minorities navigate the workplace and other organizations. Her research is featured in the *Journal of Business Anthropology* and *Social Currents*.



THE GRADUATE COLUMN: PANDEMIC WOES, JOB MARKET THROES, & APPLIED-WORK KNOWS

By: Tyler Bruefach and Rachel Sparkman

Extracurricular Opportunities in the PhD

In our last [column](#), we discussed a daunting, yet important question: How do people leverage their PhDs outside of academia? We talked about the kinds of jobs sociologists might look for, and what aspects of our doctoral training make us competitive candidates. But maybe that column raised as many questions as it did answers. For instance, the foundational skills at your disposal *already* make you qualified for applied work: critical thinking, (quant and qual) analysis, presentation skills, instruction experience, and more! But how do PhDs set themselves apart from their competition for applied jobs? Although an important question, this isn't common knowledge. We focus on one particular aspect of the PhD's research expertise, in methodological training. It's likely that whatever job you work outside of academia, you'll conduct new research or leverage others' scholarship. But not every job-field, or even discipline, uses the same analysis techniques and software that sociologists do! By familiarizing yourself with various methodologies and tools, you become a more adaptable and versatile job candidate. We discuss extracurricular resources and opportunities that are commonly emphasized by applied sociologists. Our own experiences are partly reflected in these suggestions. They might not be representative of everyone's circumstances, but many resources we mention below are accessible to everyone!

Step one is to figure out which methods and tools are typically used in your desired field. For example, you might want to work with more large-scale data and improve your skills in cleaning and weighting them (these skills are valuable at places like IPUMS, the CDC, and the Census Bureau). Or maybe you'd like to gain further training in qualitative analysis techniques, such as content analysis or focus-group interviews. Software is another tool that might help you stand out in job searches. Quantitative researchers outside of academia often use R, SQL, and Python, not Stata. Luckily, learning a new coding language is rarely as hard as learning your first one! Employers know this and still hire PhDs who need to learn a different language on the job. But already having this skill set beforehand is valuable. Something similar can be said for qualitative software. Sociologists typically learn NVivo, but other software like [ATLAS.ti](#) are increasingly popular in other fields. Programs that gather or prepare data, such as transcribing interviews (i.e. [Otter.ai](#)), or "scrape" data from social media platforms (i.e. [RapidMiner](#)) are important tools as well. They bolster your research capabilities and make you even more impressive to employers.

Even knowing this, it might be overwhelming to think about how to hone these skills. What kinds of extracurricular resources



Rachel Sparkman is a second-year sociology PhD student at Florida State University. She received both bachelor's and master's in Sociology at Marshall University in Huntington, West Virginia. Before coming to Florida State, she was a sociology instructor at Virginia Commonwealth University in Richmond, Virginia. Her primary research interests include rural sociology, demography, the economy, and spatial inequalities. She is currently interested in looking deeper into structural inequalities rural communities experience, as well as the role immigration and race play with economic vulnerability in small towns. She can be reached at rsparkman@fsu.edu.

are available to graduate students who want to expand their toolkit? For graduate students, the opportunities vary in length, commitment, and cost. *Workshops* are one place to learn new skills related to software and methods. These one-off sessions are often useful for learning a specific skill (i.e. handling missing data; interview transcription) or introducing attendees to new software (i.e. NVivo). Importantly, they're often free! Another opportunity that requires more commitment is a "*boot-camp*." Here, people meet multiple times to learn new skills. Boot-camps typically last one or two weeks, and can provide people with a lengthier introduction to new software, type of analysis, or methodology. They can be held in-person but are increasingly available online. Finally, there is the *Web Course*. By web course, we mean an online program that provides either live or recorded modules to walk viewers through new software or analysis. Usually, there are materials that you can download to "play along at home." These courses are valuable for self-directed learning. If recorded, learners can move at their own pace, from their own home or office!

You might be thinking, "This is awesome, but where can I find these fabulous skill-building opportunities?" Collectively, our experiences highlight a few common sources that are worth sharing. First, check within your institution. It is possible your department is hosting or has hosted (check with older cohorts!), methods-based training and would be willing to set up something in the future. If not, check with your institution's library system. We have checked our library's calendar to find workshops on software commonly used by sociologists (Stata, NVivo), as well as new programs that might prepare us for a career outside of academia (SQL, Python). If you are gearing up for conference season, several conferences offer workshops around datasets (Southern Sociological Society, American Sociological Society, and Population Association of America, to name a few). Check this year's programming to see if similar options will be held for the virtual conferences.

If you need help now or want something to work on in your "downtime," browsing the Internet is valuable. First, YouTube should not be overlooked! There are a lot of useful tutorials to get you started, such as the Stata channel and the freeCodeCamp.org channel, which covers a lot of programming, coding, and data management topics. Searching for workshops hosted by other universities or companies can also be effective. Because virtual workshops are increasingly available, we have found some university libraries to offer online workshops to the public. For example, we have sat in a few of the Data Analysis workshops offered by Georgia State University, on Stata and R. Their library has an extensive Research Data Services unit that covers quantitative and qualitative methodologies, with the note that "all are welcome" to join their workshops. This is only one example; other institutions offer similar services! A place to look outside of the university is ICPSR (Inter-university Consortium for Political and Social Research). ICPSR has announced its [2021 Summer Program](#) will be all virtual. Though the schedule is not up yet (as we write this), their previous workshops covered topics on quantitative methodologies (including Bayesian analyses, machine learning, and text analyses), as well as topics on learning programs (such as Python, R, La-



Tyler Bruefach's research broadly examines the interrelationships between nonmaterial resources and education, health, and disability across the life course. Primarily, his work gauges how psychological resilience develops and shapes health differently across early-life contexts. He is a doctoral student at Florida State University, where he also received his bachelor's and master's degrees in Sociology. He can be reached at tbruefach@fsu.edu.

Welcome to the Grad Office

Tex). The ICPSR workshops *are not free*, but they offer several scholarships to cover the workshop fees (you should also ask your department if they offer small grants for methods-training). Another source can be found through LinkedIn. LinkedIn Learning has work-at-your-pace courses on a variety of topics, including statistical programs we mention in this column, as well as other qualitative (NVivo) and organizational skill-building (Diversity and Inclusion in the workplace). University libraries might grant students/employees access to this service.

Check to see what resources are available within your department, your institution, and do not be afraid to branch out! There are plenty of opportunities, whether through LinkedIn Learning, a conference workshop, or good ol' YouTube. Think about how you want to build your CV. Happy methods-hunting!

Need to talk to someone? Contact the [National Grad Crisis Hotline](#) at (1-877-GRAD-HLP) or by Skype (877-472-3457), or the [National Suicide Prevention Lifeline](#) and click on the link to chat or call (1-800-273-8255).

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. The new membership year begins on January 1st, 2020.

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 and job openings
- 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](#).



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)

Strange Fruit: Teaching Theories of Human Behavior through Kentucky's Historical Lynchings."

Karen Martin, PhD

Eastern Kentucky University

I am social work faculty at a regional public university. My course on *Human Behavior in the Macro Social Environment* requires me using concrete examples of theoretical concepts to instruct students in the values and ethics of their future profession. This course is designed to examine and apply theories of community, organizations, and group behavior and upon course completion, students are expected to apply critical analysis of the social, economic and political forces that impact human behavior.

Social work education relies on the wisdom of a variety of disciplines as the profession itself provides a myriad of potential work settings, diverse clientele, and specialized responsibilities. When teaching students varying theoretical foundations, social work educators rely heavily on the field of sociology to educate our students on reasons behind certain societal behaviors. Concerning individual actions, we often turn to social psychology to provide more discrete theoretical underpinnings. It is the combination of these two disciplines that support the majority of content within the macro theory curriculum.

Beyond the foundational knowledge of macro behavioral theory, social work education consistently includes components of social justice, human rights, and a long-held commitment to the dignity and worth of every person in its course objectives. Empathetic insights developed through explicit and tactical knowledge are essential for all our social work students as they prepare to work with vulnerable populations. Consequently, it was the combination of all these factors that led



Dr. Karen Martin is an Associate Professor at Eastern Kentucky University. She teaches in both the undergraduate and graduate social work programs at the university. Dr. Martin primarily teaches social welfare policy and group behavior theory. Areas of scholarly research includes the impact of social welfare policies on vulnerable populations, human rights, and social justice.

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me to create an assignment designed to provide theoretical explanations within a historical context to raise awareness of both theoretical knowledge and the explicit racism we are now observing in our polarized nation.



In my online asynchronous classes, I employ the use of Google Slides in conjunction with an add-on known as Pear Deck. Pear Deck allows me to ask students questions as they move through the presentation. Students respond to those questions via multiple-choice answers or short essay-type responses. The presentation begins by describing the theories of deindividuation, collective violence, and social identity theory. My first concrete example of real-life events representing these theoretical concepts is the Holocaust. However, since these atrocities occurred in Europe, I feel many of my students might not easily relate to horrific crimes an ocean away. Likewise, students may feel that Germany's systemic violence would never happen in the United States, let alone in their community. It was for that reason I decided any assignment on this topic must be more locally-based. Ultimately, the lesson and related assignment focuses on the lynchings of Black Americans in the United States and more specifically those that occurred within the state of Kentucky.

The assignment instructs students to participate in five specific pre-writing tasks which then culminated in writing a 3-4 page academic paper concerning different group theories as they relate to lynchings and victim outcomes. Students were first assigned to watch a nine-minute video of NBC news anchor, Lester Holt, interviewing Bryan Stevenson, the founder of the Equal Justice Initiative (EJI). EJI is a nonprofit committed to addressing racial and economic injustices. As part of EJI's efforts to educate the public on America's racist past, EJI opened the first U. S. memorial dedicated to the legacy of slavery and the subsequent lynchings of Black Americans. The National Memorial for Peace and Justice is a six-acre site that incorporates the use of art, sculpture, and design to portray the racial terror experienced by Black Americans.

Following the video, students review the EJI website, *Lynching in America*. Students are encouraged to learn about this tragic time in American history through the use of web-based interactive features, listening to stories told by descendants of lynching victims, and reading various EJI reports. Also available to students is a short biography of Billie Holiday and a recording of her singing *Strange Fruit*. Lastly, students are provided a research article on lynching events from 1882-1926. The study examines the characteristics of over 400 lynching events, linking the chronicled events and ultimate outcomes to collective violence and deindividuation. Predictor variables and trends are also explained throughout the article.

After completing these tasks, students are individually assigned a lynching victim's name to research from a verified list of Kentucky lynching victims. Upon completion of their research, students are asked to compare their individual findings to the conclusions from the peer-reviewed research article and discuss similarities or differences they observed between those findings and the murder details of their assigned victim. An additional requirement for the assignment is to identify any group theories from either the research article, lecture, or textbook which applied to the mob and/or community behavior. Students are also encouraged to write about what surprised them and how they personally felt when listening to *Strange Fruit*, the descendants' stories, and/or learning the details of their victim's lynching.

Overall, I feel the assignment succeeds in its goal to provide real-life examples to the theoretical concepts while also helping students become more aware of the need for social justice, human

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rights, and the respect for individual dignity which the social work profession demands. Based on the quality of the work submitted, I believe students complete the assignment with a better understanding of group behavior theory, America's violent and racist past, and how that past should propel us all towards a more just and peaceful future. Below are some selected writings from the student papers in their own words.

"I feel like this assignment was very eye-opening and definitely moved me emotionally. I am thankful that I could gain more knowledge on the injustices Black people faced and still face. By gaining this knowledge, I know that I can more effectively advocate for them more than I do now."

"As I was researching the Equal Justice Initiative, I was overwhelmed by the lack of knowledge I had related to lynching and racism in this country."

"As I was researching the Logan Murphy case, I found myself aggravated, confused, and angry. Aggravated because there was not information about his murders or his life before he was killed. Confused because I had never been taught about this tragedy in school. I even researched lynchings in my own town and was surprised to learn a whole family had been lynched and I was never taught about it. I was angry because his murderers were not brought to justice and it seems they were able to live their lives after killing him. Logan Murphy was not a saint, but he did have the right to have a trial and serve whatever sentence he was given."

"I think it is crucial that everyone learn our history and why atrocities were committed against African Americans in the past and the reasons they continue to this day; our country has to recognize this in order to implement change."

"Racism has not gone away, it has just transformed and become systemic. Therefore, I think it is important to recognize these stories and cases to understand how it has evolved, even if they are unsettling. And, honestly, I think that is the point: they are supposed to be unsettling in order to shed light on the dark history of America."

"I am grateful for having learned more about lynching in America and how it affected so many individuals. While listening to Billie Holiday, I wept because I could feel the hundreds of years of pain that the Black community has had to face because of slavery and racism in America."

Throughout this assignment, it is important to remember that our students are also experiencing and living through the extrajudicial killing of Black Americans. This assignment includes material that may be difficult for students even as it educates students about the nation's racist past and fosters a need for social justice now and in the future. It is important that faculty ensure students have contact information for university counselling services and similar university resources to support any students who find the topic troubling or even traumatic.

Assignment Resources

Blair, E. (2012, September 5). *The strange story of "Strange Fruit"*. [NPR Music](#).

Equal Justice Initiative. (2018). *Lynching in America*. <https://lynchinginamerica.eji.org/>

Equal Justice Initiative. (2018). *The national memorial for justice and peace*. <https://museumandmemorial.eji.org/memorial>

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NBC News (2018, October 11). *Extended interview: Bryan Stevenson reflects on America's painful past*. Available [here](#).

ReelinInTheYears66. (2018, February 22). *Billy Holiday- "Strange Fruit" Live 1959*. [Video]. [YouTube](#).

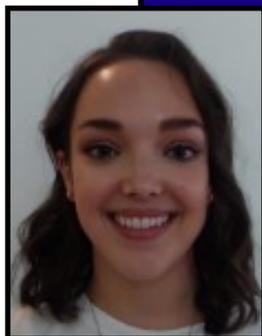
Ritchey, A. J. & Ruback, R. B. (2018). Predicting lynching atrocity: The situational norms of lynchings in Georgia. *Personality and Social Psychology Bulletin*, 44 (5), 619-637.



Meet our Teaching Corner Editorial Staff



Sarah Cribbs is an associate professor of Sociology, Black Studies affiliate, and Women's Studies affiliate at Randolph-Macon College, where she teaches courses related to race and ethnic relations, social inequalities and research methodologies. Her research centers primarily on white racial attitudes, including how racial attitudes influence administrative policy decisions, perceptions of racial hierarchies, and access to structural resources. At Randolph-Macon, she serves on the Women's Studies Council, Black Studies Council, Non-Discrimination Committee, and is the Co-Director of the Honors Program. She earned her Ph.D. from the University of Oregon (2011), M.A. from the University of Louisville (2001), and B.A. from Roanoke College (1999).



Tarah Leake is a Student editor for the Teaching Corner. She attends Randolph-Macon College in Ashland, Virginia and majors in Sociology. Her academic interests include gender issues, film, and toxic masculinity. In the future, she hopes to work for a nonprofit organization. Tarah has developed communication, problem-solving, and writing skills that all aid in her contribution to The Southern Sociologist.

In this section, graduate student editor Heather Sue McDonald Rosen highlights the work of SWS-South.



Sociologists for
Women in Society - South

SWS-South News

We are quickly nearing the end of the calendar year. The new year brings ample opportunity for involvement in Sociologists for Women in Society-South. As we wave “goodbye” to 2020, we can begin to look forward to some of the exciting things 2021 has to offer. The following opportunities are available to members of SWS-South and aim to highlight feminist scholarship, especially that which centers the experiences and scholarship of Black, Indigenous, and People of Color.

The Graduate Student Paper Award on the Study of Gender is awarded in odd-numbered years. Papers written by graduate students who are affiliated with SWS-South are eligible for nomination (self-nominations are accepted). The award serves to facilitate the publication process for graduate students focused on the study of gender. Awardees will be appointed an SWS-South mentor to assist in preparing the manuscript for submission to a peer-reviewed journal. The winner will be invited to present at the SWS-South session at the 2021 annual conference, and the forthcoming newsletter will feature an article about their work. Additionally, the winner will be recognized at the SWS-South business meeting and receive a check for \$300.00, a plaque, and a one-year membership to SWS-South.

Nomination packets are submitted via email in one .pdf document to the SWS-South Awards Committee Chair Andrea Hunt at ahunt3@una.edu by January 15, 2021. All nomination packets should include one nomination letter detailing the merits of the nominee’s work, a copy of the paper for consideration, and the nominee’s current C.V.

The SWS National Winter Meeting will take place virtually from January 28-31, 2021. The theme, “50 Years of SWS: Embracing the Past, Analyzing the Present, Anticipating the Future,” will emphasize three areas: increasing the visibility and inclusion of gender non-binary and trans scholars, race and ethnicity, using an intersectional approach to the consideration of women’s experiences in society, and social class, recognizing and addressing the needs of scholars from under-resourced institutions or who have limited financial resources themselves.

SWS members with 2021 membership may register for the meeting at no cost. Pre-registration is required for access to the online venue.



Heather Sue is a doctoral candidate in sociology at the University of Georgia interested in the connections between medicine, disability, social status, and conflict. Her research investigates the influence of changed relative status on conflicts between doctors and members of the disability community. She holds a BA in Sociology from Auburn University and an MA in Sociology from the University of Georgia. Heather Sue is an active advocate for disability access on campus. She works to facilitate accessible environments for students with chronic illness and disability both in and outside of the classroom.

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SWS-South is sponsoring several paper sessions for SSS Spring 2021 Meeting. Additionally, as part of SWS-South's annual fundraising initiative, which provides aid to a local organization based on the location of the SSS annual meeting, SWS-South plans to join New Orleans mutual aid groups to host an event featuring music and poetry by local Black and Brown artists. The event will raise funds to support mutual aid projects in their efforts to alleviate food and housing insecurity, and to respond to threats posed to the Black community by police violence and COVID-19. More information about the specific mutual aid projects and the event is forthcoming.

In anticipation of the upcoming meetings, now is the perfect time to renew your SWS-South membership for 2021. SWS-South membership is \$5 for undergraduate and graduate students, \$15 for new faculty members, and \$20 for returning faculty. You can join or renew your membership [here](#). For questions, email the SWS-South Membership Chair, Kimberly Kelly, atkelly@soc.msstate.edu.

Wishing everyone a safe and restful winter.

Heather Sue M. Rosen
University of Georgia

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).

Malone, Chad A., and Ryan D. King. 2020. "Stressed to the Punishing Point: Economic Insecurity and State Imprisonment Rates." *Social Currents* 7(6):491-507. [[Abstract](#)]

Both economic insecurity and prison rates have increased since the 1970s. Since Marx, theorists have suggested that the prison system functions, in part, to manage surplus labor conditions. Empirical work, however, suggests other explanations for increasing imprisonment rates such as higher income inequality, decline in welfare, Republican control, and racial demographic shifts. Controlling for these and other factors, Malone and King test whether economic insecurity—the percentage of all Americans in a state who experienced a 50 percent or more decline in their annual household income and who lack a financial safety net to account for lost income—explains changes in state imprisonment rates from 1987 to 2013. Results from time-series analyses support their hypothesis that economic insecurity is positively related to imprisonment. While changes in the welfare system and racial demographics were also associated with changes in imprisonment rates, only economic insecurity was significantly associated with prison admission and imprisonment rates. In terms of policy, results suggest that efforts to reduce imprisonment should address the economic uncertainties and anxieties of large segments of the population, which may make high imprisonment rates tolerable or even desirable.

Lipsman, Jacob E. 2020. "Non-Decision Power and Political Opportunity: Exposing Structural Barriers to Mobilization in Louisiana's Coastal Restoration Conflict." *Social Currents* 7(6):508-25. [[Abstract](#)]

Louisiana's Comprehensive Master Plan for a Sustainable Coast seeks to address coastal land loss and protect the people and industries in Louisiana's coastal area. Part of this project involves an initiative to move sediment from the Mississippi River to surrounding marshes, an action that may threaten the estuary and the local seafood economy. Despite significant attitudinal opposition, political resistance has generally failed to disrupt the momentum of the project. Using interview data from a politically diverse sample of 40 residents and professionals involved in the project, Lipsman examines the extent and character of opponents' mobilization efforts and asks how it is that sustained mobilization has not occurred. Taking a multidimensional



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.

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approach to power, he finds that while oppositional attitudes have produced elite responses and conflict between groups, the shared interests of the State, energy industry, and national environmental sector form a powerful bureaucratic coalition that limits the perception of political opportunity and produces nonmobilization among dissenters. This case study adds to sociological understandings of the political mechanisms through which perceived lack of political opportunity operates and shows how opponents can be simultaneously engaged and excluded from political engagement through the non-decision making power of social institutions.

Campbell, Colin, Mónica María Calderón Pinedo, Willa Midgette, and Justin Vieira. 2020. "The Consequences of Living in a Small-town Food Desert: Mixed Methods Evidence from a Quasi-Experiment." *Social Currents* 7(6):563-81. [[Abstract](#)]

In 2016, flooding associated with Hurricane Matthew caused Grifton, North Carolina's only grocery store to close. Overnight, Grifton became a food desert—an area where access to nutritious and affordable food is limited. Using two waves of surveys—one before and one after a new grocery store opened in 2017—and in-depth interviews with Grifton residents, Campbell and colleagues examine the effects of living in a small-town food desert. Results counter the food desert hypothesis, which posits that living in a food desert negatively affects individuals' diet and health. While food access became more difficult, respondents maintained approximately the same diet regardless of Grifton's grocery store status. Even when a new grocery store opened, many residents continued to shop in nearby towns due to better prices and selection, preferred shopping environments, and as part of other routine activities. However, because grocery stores can function as important social spaces, the absence of a grocery store did negatively impact social relations among Grifton residents. Campbell et al. conclude that increasing access to nutritious food alone may be an insufficient solution to public health initiatives, especially in rural areas. Policy makers should also consider the cost of nutritious food, availability of financial assistance, and the community fit of stores.

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!

Membership Accomplishments and Publications

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

Recent Publications from Our Membership:

Collective Behavior and Social Movements

Li, Yao and Manfred Elfstrom. 2020. "Does Greater Coercive Capacity Increase Overt Repression? Evidence from China." *Journal of Contemporary China* 1–26.

Xiao, Wenming and Yao Li. 2020. "Building A 'Lofty, Beloved People's Amusement Center': The Socialist Transformation of Shanghai Dashijie (1950-1958)." *Modern Asian Studies*, 1-42.

Community and Urban Sociology

Fitzpatrick, Kevin M. and Matthew Spialek. 2020. *Hurricane Harvey's Aftermath: Place, Race and Inequality in Disaster Recovery*. New York: New York University Press. ISBN: 978-1-4798-0073-5.

Crime, Law, and Deviance

Byron, Reginald A. 2020. "Neighborhood Context, Racial/Economic Privilege, and Prominent U.S. Newspaper Coverage of Home Invasion Crime." *Journal of Criminal Justice and Popular Culture* 20(1): 6-27. <https://jcjpc.org/volume-20-issue-1-2020>

Environmental Sociology

Smiley, Kevin T. 2020. "Metropolitan Manufacturing Decline and Environmental Inequalities in Exposure to Industrial Air Pollution in the United States." *Sociological Inquiry* DOI:10.1111/soin.12396

Smiley, Kevin T. 2020. "Social Inequalities in Flooding Inside and Outside of Floodplains during Hurricane Harvey." *Environmental Research Letters* 15(9):1-15.

Smiley, Kevin T. and Christopher R. Hakkenberg. 2020. "Race and Affluence Shape spatio-temporal urbanization trends in Greater Houston, 1997 to 2016." *Land Use Policy* 99:105093.

Smiley, Kevin T. 2020. "Social Capital and Industrial Air Pollution in Metropolitan America." *The Sociological Quarterly* 61(4):748-767.

History of Sociology

Brooks, Marcus and Earl Wright II. 2020 "Augustus Granville Dill: A Case Study in the Conceptualization of a Black Public Sociology." *Sociology of Race & Ethnicity* DOI: 10.1177/2332649220942253.

Brooks, Marcus. 2020. "It's okay to be White: laundering White supremacy through a colorblind victimized White race-consciousness raising campaign." *Sociological Spectrum* DOI: 10.1080/02732173.2020.1812456.



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.

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Medical Sociology

Besse, Margaret, Nik M. Lampe, and Emily S. Mann. 2020. "Experiences with Achieving Pregnancy and Giving Birth Among Transgender Men: A Narrative Literature Review." *Yale Journal of Biology and Medicine* 93(4):517-528.

Cockerham, William C. 2021. *Social Causes of Health and Disease*, 3rd edition Cambridge, UK: Polity.

Cockerham, William C. 2021. *Sociology of Mental Disorder*, 11th edition New York: Routledge.

Cockerham, William C., ed. 2021. *The Wiley Blackwell Companion to Medical Sociology*. Oxford, UK: Wiley Blackwell.

Cockerham, William C. and Geoffrey B. Cockerham (eds.), 2021. *The COVID-19 Reader: The Science and What It Says About the Social*. New York: Routledge.

Lampe, Nik M. and Alexandra C. H. Nowakowski. 2020. "New Horizons in Trans and Non-Binary Health Care: Bridging Identity Affirmation with Chronicity Management in Sexual and Reproductive Services." *International Journal of Transgender Health*. DOI: 10.1080/26895269.2020.1829244.

Organizations, Occupations, and Work

Gorman, Elizabeth H., and Steven P. Vallas (eds). 2020. *Professional Work: Knowledge, Power, and Social Inequalities*. Vol. 34 of the series *Research in the Sociology of Work*. Bingley, UK: Emerald.

Gorman, Elizabeth H., and Fiona M. Kay. 2020. "Skill Development Practices and Racial-Ethnic Diversity in Elite Professional Firms." Pp. 115-145 in *Professional Work: Knowledge, Power and Social Inequalities*, vol. 34 of *Research in the Sociology of Work*, edited by Elizabeth H. Gorman and Steven Vallas. Bingley, UK: Emerald

Ott, Brian. 2020. "Minimum-wage Connoisseurship and Everyday Boundary Maintenance: Brewing Inequality in Third Wave Coffee." *Humanity & Society* 44(4):469-491.

Race, Gender, and Class

Lowe, Maria, Reginald A. Byron, Holly O'Hara, and Dakota Cortez. 2020. "Neutralized Hegemonic Banter: The Persistence of Sexist and Racist Joking Among Undergraduate Students." *Sociological Inquiry*.

Racial and Ethnic Minorities

Allen, Shaonta' and Brittney Miles. 2020. "Unapologetic Blackness in Action: Embodied Resistance and Social Movement Scenes in Black Celebrity Activism." *Humanity & Society* 44(4):375-402.

Ballinas, J., & Bachmeier, J. 2020. "WHITENESS" IN CONTEXT: Racial Identification among Mexican-Origin Adults in California and Texas. *Du Bois Review: Social Science Research on Race*, 1-26. doi:10.1017/S1742058X20000223

Fitzgerald, Kathleen J. 2021. "Race and Society: The Essentials." Thousand Oaks, CA: Sage Publications.

Foster, B. Brian. 2020. *I Don't Like the Blues: Race, Place, and the Backbeat of Black Life*. University of North Carolina Press: Chapel Hill, NC.

(Continued from page 18)

Gradilla Alejandro and Juan José Bustamante. 2020. "Rethinking Lowrider Artistic Representations: An Aesthetic Response to Social Exclusion." *Humanity & Society* 44(4):403-421.

Embrick David G., Wendy L. Moore. 2020. White Space(s) and the Reproduction of White Supremacy. *American Behavioral Scientist* 64(14):1935-1945.

Smiley, Kevin T. and Yulin Yang. 2020. "Urban Europeans' Viewpoints on Immigrants in their City: Re-considering how group threat operates across national and urban contexts." *Social Science Research* 92:102474.

Sex and Gender

Lampe, Nik M. 2020. "Book Review: Trans Men in the South: Becoming Men, by Baker A. Rogers." *Men and Masculinities*. DOI: 10.1177/1097184X20959395.

Nanney, Maggie, Nathaniel Chapman, J. Slade Lellock, Julie Mikles-Schluterman. 2020. "Gendered Expectations, Gatekeeping, and Consumption in Craft Beer Spaces." *Humanity & Society*. 2020;44(4):449-468.

Sociology of Culture

Dowd, James J. 2021. *Social Life in the Movies: How Hollywood imagines war, romance, aging, and social inequality*. New York: Routledge.

Withers, Erik T., and Manuel A. Ramirez. 2020. "Keep Culture, Lose the Reductionism: Exploring Contemporary Cultural Spaces as Sites of Power Maintenance and Resistance." *Humanity & Society* 44(4):367-374.

Sociology of Education

Riel, Virginia. Forthcoming. "Building Expectations and Keeping Customers Happy: How Charter School Leaders Recruit and Retain Families." *The Sociological Quarterly*: 1-20.

New Job positions/promotions, Recent awards, nominations, grants/fellowships, media appearances, retirements, social activism, and other news

Jerome Ellis Morris was recently awarded the Lyle M. Spencer Research Award (2020) from the Spencer Foundation in the amount of \$1 million for the research project, "Countering the Unintended Consequences of School Reforms: Communally-bonded Schools, Reconnecting Black Students, Strengthening Communities, and Improving Educational Outcomes." More information at the following link: <https://blogs.umsl.edu/news/2020/09/08/jerome-morris-spencer-research-award/>.

Debaleena Ghosh joined Georgia Southwestern State University in fall 2020 as Assistant Professor (tenure-track) of Sociology.

Nik M. Lampe was awarded the 2020 Graduate Student Paper of Distinction Award from the Mid-South Sociological Association.

James Maples was quoted in [Rock and Ice Magazine](#) regarding the importance of climbing on regional economies.

Janna M. Tamargo was elected 2020-2021 President of the Florida Society of the Social Sciences.

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.

CALL FOR PAPERS: *Bioethics* Special Issue on Racism in Health and Bioethics

Issue Editors: Agomoni Ganguli-Mitra, Arianne Shahvisi, Angela Ballantyne, and Keisha Ray

We invite submissions for a special issue of *Bioethics* addressing Racism in Health and Bioethics. Recent events have once again amplified the need to urgently address racism in health. There is ample evidence that race (and ethnicity) and racism are key determinants to health, and also that structural and systemic racism reinforce patterns of social inequality, which in turn affect health and wellbeing. In the US, police brutality and discrimination within the criminal justice system, the housing system and education have perpetuated and reinforced historical social disadvantage in the Black community. There is now considerable evidence that Black, Indigenous, Asian and other minority ethnic communities have been disproportionately, and often devastatingly, affected by the Covid-19 pandemic. Covid-19 has laid bare racist social attitudes and behaviours towards non-white persons, especially those of Chinese and South East Asian descent. These historical and current patterns of inequality, discrimination and oppression make individuals particularly vulnerable to ill health and death. Researchers in medical ethics, public health ethics, research ethics and global health ethics are well placed and have an obligation to engage in the academic, legal, policy and public discourse in this area. Authors are encouraged to engage with conceptual, applied and empirical work related to race and racism, and associated areas of whiteness and white privilege, complicity in perpetuating oppression, or allyship in changing structures of injustice. Visit this webpage for more information. Manuscripts should be submitted online [here](#) by January 11th, 2021. The editors welcome early discussion of brief proposals and/or abstracts by email to Agomoni.Ganguli-Mitra@ed.ac.uk.



Jason D'Amours is a doctoral student at Florida State University interested in the sociology of sexualities, medicine, and social movements. He is currently working on his master's thesis exploring the intersection of HIV/AIDS activism and the changing landscape of HIV prevention. He can be reached at jdamours@fsu.edu.

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR PAPERS: *Religions* Special Issue on Religion and Public Health Threats in the 21st Century

Issue Editor: Dr. Magdalena Szaflarski

The focus of this issue is on the role of religion in addressing public health threats plaguing societies in the 21st century. Past books or edited volumes provide overviews of religion as a social determinant of public health; scientific evidence of the religion–health link; spirituality’s role in medicine; and religion connections with specific health areas (e.g., mental health, adolescent health). This volume will emphasize religion connections to key public health challenges in the last two decades, including but not limited to the current COVID-19 crisis. Manuscripts should be submitted online at www.mdpi.com/ by June 1, 2021. *Religions* is an open access journal, but a 50% discount on publication fee will be offered to selected good quality papers. If you don’t have funding support and have concerns about the fees, please state so in your cover letter. In addition to the Special Issue online, accepted papers (if 10 or more) will be published in printed book format. Please direct any inquiries to Magdalena Szaflarski, PhD, Guest Editor, at szaflam@uab.edu. Visit [here](#) for more information.

CALL FOR PAPERS: *Teaching Sociology* Special Issue on Teaching Horror, Dystopia, and the Post/Apocalypse

Issue Editors: Graham Cassano, Barb Gurr, Melissa F. Lavin, and Christine Zozula

The focus of this special issue will explore horror, dystopia, and/or post apocalypse materials in sociology and sociology-adjacent classrooms. The issue editors are seeking articles, teaching notes, conversations, applications, film reviews, book reviews, and discussions about teaching these genres to students. Relevant topics include subgenres about monsters, creatures, slasher flicks, supernatural movies, pandemics, natural disasters, climate change, themes of annihilation, science fiction, and extraterrestrials. Abstracts/proposals must be at least 500 words, include details about the proposed paper, and submitted by February 1, 2021. Submissions should be emailed to guest editor Graham Cassano at cassano@oakland.edu.

CONFERENCE : Virtual Conference of the Western Social Science Association Section on Chronic Disease and Disability

The Western Social Science Association (WSSA) Section of Chronic Disease and Disability invites you to submit an abstract of a zoom presentation, recorded session, or complete paper presentation for the virtual annual conference April 12-25, 2021. The Section on Chronic Disease and Disability encourages research and papers on policies, problems, health issues, cultural representations, and experiences that involve people with disabilities and/or chronic illness. The WSSA conference provides an affordable opportunity to present at a peer-reviewed national conference. In addition to scholars, graduate students and junior faculty are particularly welcome because of their fresh perspectives. Mentors of junior faculty and graduate students are encouraged to offer joint papers. In addition, self advocates, community advocates, providers, and government agency personnel are especially welcome to submit proposals. Your abstract should be no more than 250 words and submitted abstracts must be received online by January 28, 2021 for review. To submit your abstract online, visit [here](#).

ANNOUNCEMENTS AND SOCIETY NEWS

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CONFERENCE: The South Carolina Sociological Association's Annual Meeting

The South Carolina Sociological Association will host its annual meeting February 12-13, 2021, at Hickory Knob State Park and Resort Convention Center, McCormick, SC. The theme for the meeting will be "Private Troubles and Public Issues in South Carolina." Many South Carolinians face personal challenges including family violence, fear and/or distrust of law enforcement, debt, illness, food insecurity, unemployment, social stigma, and numerous other troubles. Using a well-recognized framework for understanding sociology that C. Wright Mills presented in *The Sociological Imagination* (1959), the theme of the meeting will be connecting personal difficulties to the way in which the broader society functions. Theoretical or empirical presentations concerning areas beyond South Carolina are welcome. Strict adherence to 6-foot social distancing must be maintained, and masks must be worn at the meeting. Potential contributors should visit www.southcarolin sociology.org for instructions on the submission of proposals. The submission deadline has been extended to January 31, 2021.

CONFERENCE: 39th Annual Southeastern Undergraduate Sociology Symposium 2021 Pandemic Problems: The Sociologist's Perspective

The 39th Annual Southeastern Undergraduate Sociology Symposium will be held Friday and Saturday, March 12-13, 2021 virtually at Morehouse College. The Symposium provides undergraduate students a unique opportunity to participate in a professional meeting. Students may present a paper or a panel. Any area of sociological significance is welcome. Students who submit full papers by the February 12, 2021 deadline will be eligible for an *Award of Excellence in Undergraduate Research* and have their papers published in *Challenge OnLine*, the interdisciplinary journal of Morehouse College. Consider sharing this unique opportunity with your undergraduate mentees! More information can be found [here](#).

ANNOUNCEMENTS AND SOCIETY NEWS

CONFERENCE: 2021 Pedagogicon: Agile Teaching & Learning

The 2021 Pedagogicon, a conference sponsored by the Kentucky Council on Postsecondary Education, will be held virtually on May 14, 2021. The conference theme, “Agile Teaching & Learning,” encourages us to examine and promote responsible strategies for teaching and learning that encourage resilient, engaged, and dynamic approaches within and across online, hybrid, and flexible higher-education environments. If you have an exceptional strategy to share, a new theory or practice that may enhance teaching and learning, faculty development, or student engagement at your institution or beyond, consider presenting at this virtual conference. A proposal review rubric can be found [here](#), and proposals can be submitted [here](#). Presenters will have the opportunity to submit their work for consideration in the annual Proceedings, to be published in late 2021.

WORKSHOPS: Qualworks

Qualitative Data Analysis – Online Workshop, January 19-23, 2021. Cost \$750. This online workshop integrates principles with skills for conducting rigorous qualitative data analysis. It is suitable for anyone wishing to analyze qualitative data or those who supervise or train research staff. The online format involves participants reviewing resources prior to joining daily synchronous sessions with instructors. Synchronous sessions are conducted in real time over Zoom and held at 1pm-4pm EST each day. Synchronous sessions involve participation in skill building activities, interactive discussions and hands-on software sessions. An understanding of qualitative data collection is beneficial but not necessary.

Mentored Qualitative Analysis – Online Session, January 27, 2021. 1-4pm. Cost \$200. This online mentored session is conducted via Zoom with instructors. It enables you to bring your own project or data and receive expert individual mentoring on qualitative data analysis specific to your project. This session is most suitable for those currently working on a project and ready to plan data analysis or who are conducting analysis and need further guidance. Prerequisite: participation in a previous QUAL-WORKS Qualitative Data Analysis workshop.

Any Questions? Email us at qualworks@emory.edu

To register <http://tinyurl.com/rsph-qr> **For information, email:** qualworks@emory.edu

Environment, Health, and Justice in Appalachia: Annual Eastern Kentucky University Undergraduate Research Symposium Thursday April 22nd 8 AM – 12 PM Online Event (Zoom invite to follow)

Social science students and faculty of Kentucky, you are encouraged to submit a paper to present on Earth Day in a Zoom session or roundtable. Undergraduate students, as well as graduate students and faculty are encouraged to present their research. While we would like to encourage papers around our topic of Environment, Health, and Justice in Appalachia, research and discussions on any aspect of social science will be gladly accepted. Feel free to contact Alison Buck for more information.

Please submit a short abstract (50-150 words) and be prepared to select keywords that represent the key ideas in your paper. Abstracts are due by April 1st. Email Alison Buck at alison.buck@eku.edu.

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*
Associate 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

