

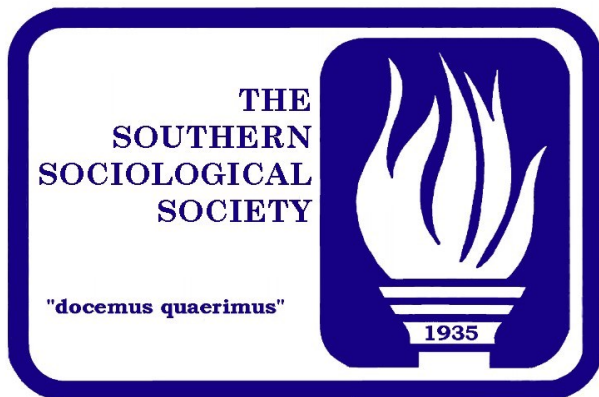
The Southern Sociologist

The Newsletter of the Southern Sociological Society

Volume 53

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Summer 2021



From Society President Dr. Stephanie Bohon

Greetings, SSS friends! Even with time passing in the blink of an eye, it seems like an eon since we have seen each other. As I am writing this, we are once again facing uncertainty about our immediate future as cases of COVID increase anew. Still, I am very hopeful that people will take the right steps, and we will be able to see each other face-to-face in Birmingham in April.

The Southern Sociological Society has not met in Birmingham for many decades, and if you have not ever traveled there, or if you haven't been there lately, you are missing out. It is a beautiful and vibrant city. The conference hotel in Birmingham is close to 15 museums including the Birmingham Museum of Art—a must see for those interested in the history of Southern art—as well as the Birmingham Civil Rights Institute, the McWane Science Center, and the 16th Street Baptist Church. One of the many reasons I'm so excited to have the meetings in Birmingham is that we

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From Society President Dr. Stephanie Bohon, continued

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have two incredibly energetic and dynamic local arrangements chairs—Vera Keith and Patricia Drentea. They will plan many things for us to see and do, and we might even take a break from all of our catching up with each other to take advantage of these great opportunities.

The Executive Committee, the Executive Office, the Program Chairs—James Maples and Carmel Price—are all working hard behind the scenes to plan an exciting and memorable event. We will keep you posted as more information becomes available. Through the magic of Zoom, the Executive Committee has also already met since the annual meeting to move forward on the creation of a new JEDI Committee—Justice, Equity, Diversity, and Inclusion. Our goal is to make our Society an organization where everyone feels welcome and included. Many thanks to Lisette Garcia who spearheaded this effort.

The theme of the 2022 meeting is Invisibility. This is a multi-faceted and undertheorized topic that demands our attention, especially at this unique historical moment. I would like to see sociologists conceive of the concept broadly, and I encourage you to think of interesting session topics that span the entire range of the concept. Consider the ways in which invisibility cannot be fully separated from other processes such as the active production of ignorance. I also urge you to consider the fact that no one and no event or phenomenon is inherently invisible. People and processes are rendered invisible as a conscientious act. People become *homo sacer*—one who can be sacrificed—and events are erased from the collective memory through deliberate processes that are discernable to sociologists, if we just look for them. I argue that it is our job as sociologists to make visible—by our research and teaching—that which has been rendered invisible. I am looking forward to seeing you all in April and hearing about all the ways in which we use sociology as a light to make sure that everyone and all injustices are seen.

Stephanie Bohon
University of Tennessee



Letter from the Co-Editor, Nadya Vera:



Hello sociologists! I am thrilled to serve as TSS co-editor because I believe in the value that this newsletter has in not only facilitating cohesion among us but also as serving as a historical record for future generations.

My academic path to sociology was not linear, as I experienced four other career paths (theater, meeting planning, public relations, and public health) before I learned about sociology as a field of study. However, I can honestly say that—even if I could—I would not change my route. I say this because studying sociology has helped me plug holes in understanding and see connections in terms of systems of inequality that I was blind to before, but I also have the benefit of real-world experience in other fields.

While teaching a public relations writing class a few years ago I once mentioned travel before 9/11 and asked my students if any of them remembers what it was like to travel then. Their blank stares led to collective laughter (because most of them were either infants or had not been born yet), and that led to an engaging class discussion.

As many of us return to in-person teaching I wonder if the idea of pre-COVID living and learning will feel as foreign as pre-9/11 travel did to my students that day. The COVID-19 pandemic helped place many social problems at the forefront of discussions since the early months of 2020 until now. One idea I wholeheartedly believe in is that sociologists have tools that can help unearth the mechanisms of social problems and we have a moral imperative to share that knowledge, not only within, but outside of our field. In discussing existing problems or exploring solutions I challenge all of us to remember what our understanding of the world was like before we found our sociological lenses, for having that frame of mind can really aid communication.

I close by offering a big thank you to James Maples, my academic sibling, for this opportunity to serve for TSS and I eagerly look forward to making connections with many of you at Southern!

Nadya Vera
University of Tennessee

TSS Team Announcements: **Welcome Andrew Bodhi Peak!**

Nadya Vera, co-editor of *The Southern Sociologist*, gave birth to a healthy baby boy! Andrew Bodhi Peak was born in Knoxville, Tennessee on Nov. 25, 2020, weighing 6 pounds, 4 ounces. Nadya, husband Jonathan and big brother Wesley are thrilled and grateful for the new addition to their family.



Letter from the Co-Editor, James N. Maples:



I'm very pleased to share that Nadya Vera will be joining me as co-editor for TSS this year. Stephanie Bohon has asked Carmel Price ([Univ of Michigan-Dearborn](#)) and me to serve as program chairs for the 2022 meeting. As this is a big task, I knew I would need help in managing TSS. I'm fortunate to have Nadya on our team and glad to be working with her this year.

I also want to thank our departing editors Manny Ramirez, Heather Sue McDonald Rosen, and Taylor Jackson. It has been a privilege to work with these great scholars.

I'd like to go back in time for a moment. In 2011, my daughter Josie was born during the presidential address at our Jacksonville meeting. I naturally could not attend that year and it was the only Southern meetings I missed as a graduate student. Our announcement of Nadya's child reminded me of this amazing wheel we're on. My child is now ten and in June successfully tested for her black belt degree in Tae Kwon Do. She's already told me that she plans to have her second degree before graduating from high school and her third degree before graduating from college. I'm amazed at her work ethic and her dedication. May we all be so lucky as to have that level of focus in our lives.

Likewise I'm grateful that my job at Eastern Kentucky University helped put us in the right place for Josie to work with the amazing [Harry Hunsucker](#) at Elite Martial Arts. Harry is also a graduate of Eastern and recently [received recognition from our university](#) celebrating his great success both as a fighter and as a role model for our region's youth.

As we all return to the classroom, let's remember the powerful importance of being a role model for our students. Think of your own time in university as a student and the faculty who lifted you up. Find your own role models now as professors to return the kindness given to you over the years and then amplify that even further.

James N. Maples
Eastern Kentucky University



Graduate Editors on the Move

This edition TSS has three editors departing for the next stages of their careers. We're grateful to have worked with Taylor, Manny, and Heather Sue in recent years and look forward to seeing the great things they'll accomplish in the coming years.

Taylor Jackson's dissertation examines how Black women engage in self-care to cope with the negative psychological outcomes that stem from racism and discrimination. She uses the idea of relational resilience to investigate how Black women cultivate supportive bonds with each other to speak their truths, collectively heal, and share resources online. Taylor performed a content analysis of 3,300 tweets and 415 blog posts from digital wellness platforms and she interviewed 25 Black women about their self-care experiences. She finds Black women engage in collective coping and rely on sisterhood.

Taylor will be working as a Consultant with TriWest Group after graduation. Her work will focus on behavioral health disparities and social determinants of health.



Manuel (Manny) Ramirez is a PhD student of Sociology at the University of Connecticut. Having successfully defended his area exams in the sections of race and ethnicity and immigration, Manny is moving on to defend his dissertation proposal in the Fall of 2021. Manny seeks to extend the sociological scholarship on racial ideology, racism, and migration by examining the case of American/Cuban relations. Investigating how nation-states shape one another's racial hierarchies, Manny's work explores how the relationship between the United States and Cuba has shaped racial structures and the lived experiences of racialized peoples.



Heather Sue Rosen is a PhD candidate, on the job market, at the University of Georgia. She is interested in how perceptions of medical expertise impact disabled patients in both clinical and non-clinical settings. Heather Sue is finishing her dissertation research, which examines the social construction of risk online during the COVID-19 pandemic and its effects on the disabled community. Heather Sue regularly teaches courses in Medical Sociology and Sociological Theory, and she is excited to return to campus in the Fall to teach the Sociology of Alcohol and Drug Use.



Welcome to the Grad Office

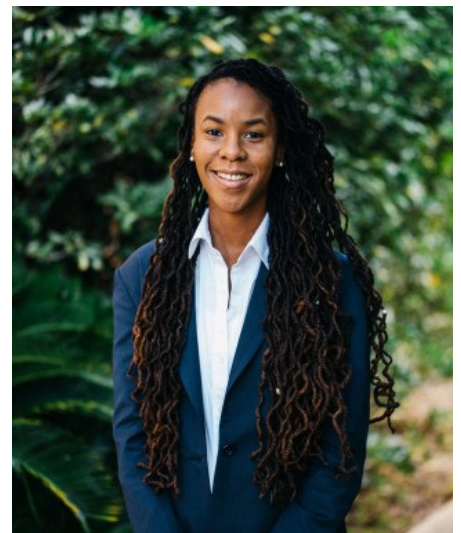
What is *The Grad Office*?

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, MS
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

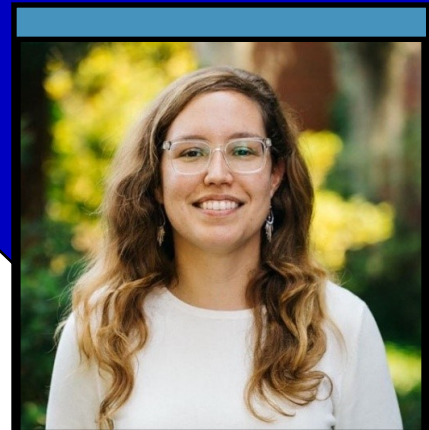
Conquering the Summer Without Getting Burned (Out)

So far in the Graduate Column, we've touched on ways to supplement doctoral students' skillsets for nonacademic career paths. We first attempted to broaden horizons for where a sociology PhD can take you, in terms of work. Our second column considered the ways to make yourself more competitive for nonacademic positions by the time you enter the market. Skills, experience, and knowledge that are specific to certain fields often come from your program, but also from extracurricular opportunities. We left off in the midst of the academic conference season, which increasingly features opportunities for PhDs in applied fields. That last column provided some information about what to expect for virtual conferences, and how to manage this new setting (without losing your mind) and make connections with potential employers.

We're going to finish this year off with a discussion about the summer "break." You know, that part of the year where your family, relatives, and nonacademic friends think you're on vacation, whilst you sit in a dark computer room and sulk over your overwhelming, confusing data (both quant and qual apply). After such a challenging fall and spring, we think it's important to reflect on how to set yourself up for success during this time.

To some, what's most needed is rest. The best path varies widely by grad students' recent experiences (especially this year), current constraints, and career aspirations. Below, we focus on **1)** replacing the structure lost during summer sessions; and **2)** using the summer to recover from the stressful fall and spring semesters. We'll do our best to couch this advice in our own experiences so that you can better decide the approach that best suits your circumstance and needs.

The summer term is different from the fall and spring. It's slower. Less courses for newer grad students, and maybe less teaching for those who are further along in their degree completion. People with kids may have newfound caretaking responsibilities (maybe not so different from this entire year, though). But in regard to our work, the summer is a time in which there are fewer "guard rails" to direct our



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.

time and energy. It's critical to consciously decide how we spend our time! Although staying on task without setting specific times, deadlines, and goals to direct schedules and establish routines is challenging, we have found that summer semesters have provided great opportunities to complete analyses for projects such as a thesis or manuscript.

Creating more structure might or might not be something you want. If you do, then here are some ideas. Having some kind of planner and calendar to keep track of your goals and activities is so helpful. Put simply, they make it easy to set *both* long-term and short-term goals. It's beneficial to set some broader aims for the summer, like "finish the front-end of my thesis/manuscript," and also more specific goals like "spend the morning outlining the first section of my thesis/manuscript."

One helpful tool for this kind of planning is electronic calendars and task lists. Although many people use google calendar, Outlook has some helpful tools that are worth considering (this is not a plug). The latter has a calendar that can be used for long-term goals/events/deadlines, as well as a to-do list that can be used for daily/week-long tasks. Others might like creating a broad plan of their summer term using Excel, or a similar program. This approach is particularly useful when taking coursework/working an internship for part of the summer.

It's also important to use the summer to recover from the (very) stressful fall and spring semesters, though we all know it does not always work out this way. Depending on your graduate program and life circumstances, you may be taking classes over summer and/or working to make ends meet. Again, thinking about restructuring your time and falling into a summer routine will make things more manageable and allow you to (hopefully) enjoy your break! It helps to prioritize the things you have to get done (courses and other obligations), you want to get done (learn R, work on grant writing, or catch up on your favorite television shows), and finally, the blissful state in which nothing needs to get done (laying in a pool or sleeping in a hammock).

If you find yourself needing to work for pay, think about how you can use that work experience to propel your personal academic career goals. While it is the middle of summer now, plan for *next* summer to see what summer jobs and internships you can apply for. Summer internships are not just for undergraduates; some specifically call for graduate students. This is a great way to get experience with research outside of your university and dabble in the applied field to see if this is



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

the career path you want to follow. It's not unheard of for internship opportunities for graduate students to require experience with quantitative *and* qualitative methodologies. If you have a colleague who has a cool summer internship, or you hear them being announced on social media (i.e., academic Twitter), make note of them now. Application deadlines are usually posted in late fall and throughout winter.

Before you know it the summer break will be almost over. Circle the first day of the fall semester in your organizer and let the mental preparation and excitement begin. Whether this is your first semester of graduate school, or you are in your later years, this looming date produces excitement, anxiety, or (for some) dread. The month of August also means moving for some. **No matter what your summer schedule is up until this point, clear one entire week for yourself before the fall semester begins.** For some, we know that is not easy, and you may have other obligations keeping you from this. However, try to make it as stress-free as possible and have time for yourself. Have a great summer and remember to relax!

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).



TEACHING CORNER

Committee on Sociology in Community and Small Colleges

Amy Sorenson (committee chair, Emory & Henry College)
Kendra Jason (University of North Carolina Charlotte)
Aaron Rowland (University of Tennessee Martin)
Ramona Olvera (Owens Community College)
Regine Jackson (Agnes Scott)
Jenna Lamphere (University of Texas-Galveston)
Rhiannon Leebrick (Wofford College)

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

Letter from Committee Chair Amy Sorensen:

At the 2021 SSS annual meeting, the Committee on Sociology in Community and Small Colleges (CSCSC) co-sponsored a panel, "Teaching Community-Engaged Courses." Our co-sponsors included SWS-South and the Committee on Gender & Sexuality. Ashley Vancil-Leap (Mississippi State University) organized and presided at this panel. Discussants included Ashley Vancil-Leap, Stephanie Gonzalez Guittar (Rollins College), Marina Adler (University of Maryland, Baltimore County), Melanie Bovard (University of Maryland, Baltimore County), Erin Rider (Jacksonville State University), John Schumacher (University of Maryland, Baltimore County), and Maia Punksungka (University of Maryland, Baltimore County).

As we wrap up the formidable 2020-2021 academic year, we have the opportunity to reflect on the experiences in higher education and the lessons we have learned. We are all poignantly aware of the shifts that we are facing as we move forward. In the upcoming year, the CSCSC hopes to create opportunities to highlight the work of sociologists in community and small colleges and the challenges that we face in this shifting landscape. The committee is a wonderful mix of new and experienced membership as we move forward. I would like to specifically thank Naomi Simmons and Sarah Cribbs for their support and knowledge as I move into the role of Chair.

Amy Sorensen
(asorensen@ehc.edu)

Amy Sorensen is Assistant Professor and Co-Chair of the Department of Sociology at Emory & Henry College.



She also serves on the Diversity, Equity, & Inclusion Advisory Board. Her work focuses primarily on bodies and intersectional in-

Teaching Transformative Justice and Assignments for the Imagination

Caliesha L. Comley, Assistant Professor of Sociology
Georgetown College; Georgetown, KY



Abolition and the Classroom

The summer of 2020 reinvigorated mass uprisings across the United States in response to police violence towards Black Americans. While mass media has been occupied with coverage of organized movements and protests met with militarized law enforcement in recent years, this summer was different. The police murders of George Floyd, Elijah McCain, and Breonna Taylor, among others, mobilized a public abolitionist consciousness on a scale not yet seen in the mainstream. Social media users circulated free and widely accessible resources such as [study guides](#), [online toolkits](#), [infographics](#), and [demand lists](#) from organized collectives like Abolition Journal, Critical Resistance, and 8 to Abolition. Field experts outlined the goals of prison and police abolition via Zoom town halls and seminars. In my class and in this piece, I credit my knowledge to the Black and Indigenous scholars, activists, organizers, educators, and practitioners who have been doing this work for decades.

After this mainstreaming of the abolitionist movement and organizing, I was both relieved and terrified by the opportunity to design a new course for my department's Social and Criminal Justice curriculum exploring effective and just alternatives to policing and prisons. On one hand, the high visibility of the subject could facilitate engaging conversation about real-time action. On the other hand, the politicization of this debate had the potential to split the classroom and make discussions harder.

There was no shortage of challenges. A small liberal arts college in the heart of Kentucky may seem like an unlikely place to experiment with abolitionist thinking. Facilitating critical thinking around the radical transformation of the criminal legal system with students who envision careers in law enforcement and legal professions is difficult. Additionally, what I envisioned to be an invitation to the imagination for critiquing external structures quickly proved to be an enormous personal ask. Black and Latino students who had experienced police violence were asked to imagine accounta-

Caliesha Comley is an Assistant Professor of Sociology at Georgetown College in Georgetown, Kentucky.



Also a Georgetown College alumna, Caliesha earned her PhD from Boston College, where she studied critical criminology, postcolonial studies, and feminisms. She leads her department's Social and Criminal Justice focus and is the Director of Georgetown College's Pre-Law Program. In these roles, she mentors scholars interested in pursuing careers in law, policy, and justice. In addition to criminal justice, Caliesha enjoys teaching race/class/gender, social justice and social movements, and qualitative research methods. In her courses, Caliesha is passionate about critical pedagogy, as well as community-based and service learning. She is an Alpha Kappa Delta chapter representative, and advises several social justice oriented, student-led organizations including the Student Women and Gender Society. Outside of class, Caliesha is active in local grassroots work. She looks forward to working with and learning from fellow Southern Sociologists in her new role as editor of The Teaching Corner.

bility outside of punishment for offending officers. Students who survived parental trauma and sexual violence were asked to hold the possibility of rehabilitation and reformation of predators and abusers. Despite internal and external obstacles, students showed up vulnerable, critical, and ready to go to the intellectual mat.



Punishment and Alternatives Course Outline

I designed the course, titled Punishment and Alternatives, to investigate the purposes, outcomes, and effectiveness of the contemporary U.S. criminal justice system using retributive, restorative, transformative, and abolitionist frameworks through an intersectional lens of racial, economic, and gender justice. We began with a discussion of the unique U.S. culture of punishment and confinement as justice, using Angela Davis's (2003) *Are Prisons Obsolete?* and Ava DuVernay's (2016) Netflix Original Documentary "13th." We spent time historically situating imprisonment and policing, as well as considering who we've been conditioned to believe deserve confinement compared to populations actually victimized by the prison industrial complex (PIC). Students who embraced the image of violent, serial offenders were challenged by the [evidence](#) of the mass incarceration of poor and working-class people, people of color and people incarcerated for non-violent offenses (Prison Policy Initiative 2020).

As an introduction to the PIC in practice, the class explored juvenile justice using Nell Bernstein's (2014) *Burning Down the House: The End of Juvenile Prison*. Students began exploring injustices against children and learned how deprivation of community and connection as minors creates adults who harm people. After contextualizing our course in this way, reactions softened, and curiosities opened. We then had space to apply the lessons of our juvenile justice unit to incarcerated adults and the impact of the PIC on our home region, Appalachia.

Midway through the course, we shifted to an investigation of the abolition of policing. Alex Vitale's (2017) *The End of Policing* guided students to grapple with the historical roots of U.S. policing and challenged the taken-for-granted narrative of policing as a mechanism of community safety.

Finally, praxis-oriented testimonies from Julie Malozzi's 2017 film "Circle Up: Mothers Seeking Justice for their Murdered Sons" and the edited volume *Beyond Survival: Strategies and Stories from the Transformative Justice Movement* by Ejeris Dixon and Leah Lakshmi Piepzna-Samarasinha (2020) helped students see transformation in action. These sources were vital in helping students reframe abolition not as a process of destruction and dismantling, but rather a process of creating a society in which prisons and policing were no longer necessary.

Assignments for the Imagination

Because the work of transformative justice is inherently creative, I incorporated class midterm and final assignments that were research-based alternatives to formal essays, that often allowed students to flex their artistic, performance, and debate skills.

For the midterm assignment, students participated in an Advocacy Town Hall to debate the proposed construction of a fictional prison in a small, rural U.S. city. All credit for this assignment and rubric creation goes to Prof. Jaclyn Carroll, a Sociology PhD candidate at Boston College who is also my friend and graduate school colleague. She originally created [the assignment](#) as a midterm exam for her Deviance and Social Control course.



Students were given a choice of stakeholders to represent, including an employee at a local racial justice nonprofit, a prison abolition activist, a local law enforcement officer, an employee with the property developer, an unemployed citizen, or a social worker at a nearby parole office. Inhabiting one of those roles, students were asked to produce two documents. The first was an advocacy memo in the form of a brief, well-researched, graphically-compelling one-page flyer designed to be distributed to community members at a public hearing that represents the perspective of the stakeholder group and implores community members to either reject or support the development. The second was a one-paragraph script of the statement to be delivered to the city council during the public meeting.

We then held an in-class Town Hall debate. Students attended class assuming the role of their stakeholder, distributed their flyers, and delivered their script. I acted as the city council chairperson and facilitated their public comments and discussion. Students reflected that this was their favorite assignment of the semester because of the hands-on demonstration of a diversity of skills, and engaging peers in a format other than our standard discussion. This assignment was extremely helpful for cultivating students' imagination, allowing them to explore and embrace a perspective different from their own and gain a deeper understanding of theory in practice.

For the final assignment, I offered students three options. They had the choice of 1) organizing an actionable campaign contributing to a transformative justice organization, 2) rewriting a disciplinary policy in the College's Student Handbook to reflect alternative justice frameworks, or 3) create a zine illustrating an issue of reformative, transformative, or abolition justice. The zines, inspired by a long history of social justice "artivism," could be digital or material, and could also take the form of an Instagram-style "[swipe-through activist guide](#)."

Navigating Tension

At one point in the semester, half of our 15-person class was in quarantine. Though quarantine is a type of confinement and isolation incomparable to prison, this situation highlighted an opportunity for the class to engage principles of community care and interconnectedness. The class recognized that they had more fruitful discussions when more people were present. They also recognized that Zooming in students in quarantine would strain class discussions due to technical difficulties and lack of human connection.

The fundamental recognition was that when the learning and growth of an individual student was compromised, the class also suffered. This was a significant breakthrough for the understanding that the health and safety of a community are dependent upon the health and safety of each member. If existing practices and structures of "justice" create and sustain community harm, then we must find an alternative that restores safety and trust.

Yet by the end of the course, students still felt the tension between knowing and doing, theory and practice. Though they had amassed the relevant information and evidence that punishment did not heal people or make communities safer, the socialized, subconscious inclination toward revenge persisted. They often left class with more questions than answers. But, using the sociological imagination to explore radical empathy, community healing, and forgiveness as criminal justice praxis, brought us all closer to the idea that there can be accountability without policing and justice without prison.

(Continued from page 13)

Students often referenced what we could accomplish with our alternative theories of justice “in a perfect world.” Most helpful in these moments was Angela Davis’s charge: “You have to act as if it were possible to radically transform the world. And you have to do it all the time.”



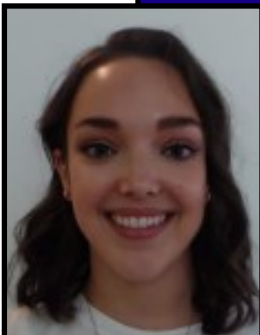
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Meet our Teaching Corner Editorial Staff



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 PhD from the University of Oregon (2011), MA from the University of Louisville (2001), and BA 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

A Year of Growth for SWS-South

Sociologists for Women in Society (SWS) is an international feminist organization dedicated to the advancement of feminist scholarship and social justice for those marginalized by their identities. SWS-South is a regional chapter for feminist scholars from institutions in the Southern United States whose research, teaching, and/or activism addresses issues impacting women.

SWS-South meets annually at the meetings for the Southern Sociological Society (SSS). Thank you to everyone who participated in the virtual meetings last April! You can expect to find us at the 2022 meetings in Birmingham, AL.

There are additional opportunities for involvement this in 2021 because SWS-South is growing! SWS-South plans to participate in this year's Mid-South Sociological Association (MSSA) hybrid meetings October 20-23, 2021 in Charlotte, NC. SWS-South members can participate in SWS national's ongoing writing and support groups for additional engagement. Be on the lookout for many new and exciting opportunities with SWS-South in the coming months!

SWS-South membership renewal begins on November 1. To join or renew your membership with SWS-South, visit <https://socwomen.org/sws-south/#join>. Membership is \$15 for new members, \$20 for returning members, and \$5 for student members. Questions regarding membership should be directed to Kimberly Kelly at kkelly@soc.msstate.edu. To purchase a gift membership, or to be added to the SWS-South listserv, please contact Natasha Santana at nsantana@socwomen.org.

In Solidarity,
Heather Sue M. Rosen



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.

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](#) 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).

Social Currents is seeking a new editor or editorial team to begin a three-year term that will run from January 1, 2022–December 31, 2024. Details can be found on the [Southern Sociological Society's website](#).

Augustine, Jennifer March, Lilla Pivnick, Julie Skalamera Olson, and Robert Crosnoe. 2021. "Concentrated Poverty in U.S. Schools and Adolescents' Risk of Being Overweight." *Social Currents* 8(3):270-92.

[[Abstract link](#)] Combining literature on school effects and social ecological theories of health, Augustine et al. ask whether the weight composition of a school's student body influences individual students' weight status. They develop and test a conceptual model that predicts that students who attend higher poverty schools will be more likely to be exposed to a context with more overweight peers and will be more likely to be overweight themselves regardless of individual poverty status. The model also accounts for potentially correlating contextual factors including school resources and the stress environment. Applying multilevel modeling techniques to first wave (1994-1995) Add Health data, they find support for their model. Attending a school with a higher proportion of students from low-income families is associated with an increased likelihood of being overweight due to exposure to overweight peers. Adjusting for school resources and the stress environment did not affect this relationship. However, violence (lower odds) and truancy (higher odds) were associated with the likelihood of being overweight. Augustine et al. close by discussing the study's limitations and numerous opportunities for future research to better understand the relationship between school context and students weight status.

Maume, David J., and Michael Parrish. 2021. "Heavy-Contact Sport Participation and Early Adolescent Delinquency." *Social Currents* 8 (2):126-44. [[Abstract link](#)] Research examining the relationship between sports participation and delinquency has produced mixed results. While some argue that sports involvement facilitates pro-social behavior, other studies find a positive relationship between sports participation and delinquency. Addressing the limitations of past research, Maume and



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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Parrish use data from the Study of Early Child Care and Youth Development (SECCYD) to longitudinally examine the relationship between participation in heavy-contact sports (football, hockey, wrestling, and lacrosse), semi-contact sports (soccer, baseball/softball, and basketball), and noncontact sports (tennis, volleyball, golf, swimming, and track and field) and the likelihood that youth (ages 12-15) will commit violent and property crimes. Controlling for prior criminality, early risk-taking, pro-social bonds, and demographic characteristics, they find that heavy-contact sport participation is uniquely associated with involvement in violent and property crimes. Maume and Parrish conclude by calling on coaches, parents, teachers, and administrators to enact controls that curtail anti-social lessons and behaviors learned through heavy-contact sports. They also suggest ways in which research might further clarify the relationship between sports involvement and delinquency.

[View more exciting articles from the current issue here.](#)

Berkowitz, Dana, Justine Tinkler, Alana Peck, and Lynnette Coto. 2021. "Tinder: A Game with Gendered Rules and Consequences." *Social Currents OnlineFirst*:1-19.

[[Abstract link](#)] With its mutual matching functions, Tinder has the opportunity to disrupt heterosexual dating norms where men pursue women. Do user's practices accomplish this? Analyzing data from 249 peer-facilitated interviews with college-aged individuals, Berkowitz et al. examine how young adults use Tinder. They find that existing hookup culture scripts shape young adults' perspective of Tinder as validating entertainment and a game. This causal attitude incentivizes the majority of men and women to use conventional gender scripts to navigate the new space. Furthermore, Berkowitz et al. find that Tinder's face-paced swiping interface leads young adults to rely on appearance and gender, race, and class stereotypes to make decisions. This research contributes to knowledge about how inequality is interactionally maintained by showing how old meanings are reinscribed during periods of ambiguity and change.

[Click here for a full list of *Social Currents*' OnlineFirst publications.](#)

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

Gaby, S. 2020. "Reconfiguring Organizational Commitments: Boundary Crossing in Civic Groups." *Voluntas* 31: 1121–1133. <https://doi.org/10.1007/s11266-020-00272-z>

Wenming Xiao 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 (online first, doi.org/10.1017/S0026749X20000141).

Yao Li. 2021. "Official Framing—Portraying the Implementation of an Unpopular Policy as Responsive Governance." *Social Movement Studies* (online first, doi.org/10.1080/14742837.2021.1929145).

Yao Li and Manfred Elfström. 2021. "Does Greater Coercive Capacity Increase Overt Repression? Evidence from China." *Journal of Contemporary China* 30(128):186-211.

Communication, Information Technologies, and Media Sociology

Edwards, E. D. 2020. *Graphic Violence: Illustrated Theories About Violence Popular Media and Our Social Lives*. NY: Routledge. <https://www.routledge.com/Graphic-Violence-Illustrated-Theories-About-Violence-Popular-Media-and/Edwards/p/book/9780815362302>

Crime, Law, and Deviance

Johnson, Thaddeus L., and Natasha N. Johnson. 2021. "American Cities Have Long Struggled to Reform Their Police – but Isolated Success Stories Suggest Community and Officer Buy-in Might be Key." *The Conversation*, April 30. Article [here](#).

Family

Flaherty, Michael G. 2021. "The Social Organization of Time." Pp. 254-263 in *Routledge International Handbook of Interactionism*, edited by Dirk vom Lehn, Natalia Ruiz-Junco, and Will Gibson. London: Routledge.

León-Pérez, Gabriela, Amy L. Non, and Caroline Richards. 2021. "Precarious Work and Parenting Stress Among Mexican Immigrant Women in the US." *Journal of Marriage and Family* 83:881–897. <https://doi.org/10.1111/jomf.12761>

Medical Sociology

Cancelmo, Cara M. 2021. "Protecting Black Mothers: How the History of Midwifery Can Inform Doula Activism." *Sociology Compass* 15 (4):1-11.



Manuel Ramirez is a second year sociology PhD 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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Racial and Ethnic Minorities

Gaby, Sarah, David Cunningham, Hedwig Lee, Geoff Ward, and Ashley N. Jackson. 2021. "Exculpating Injustice: Coroner Constructions of White Innocence in the Postbellum South." *Socius*.

Smiley, Kevin T. and Yulin Yang. 2021. "Do Urban Europeans Trust Their Fellow City Dwellers? Immigration, Group Threat and Trust in 63 European Cities." *International Journal of Sociology* 51 (1):23-47.

Yao Li and Harvey L. Nicholson Jr. 2021. "When 'Model Minorities' Become 'Yellow Peril'—Othering and the Racialization of Asian Americans in the COVID-19 Pandemic." *Sociology Compass* (15) 2:1-13.

Social Psychology

Flaherty, Michael G. and Cosima Rughiniş. 2021. "What Do Memes Tell Us About Self and Time During the Pandemic." *Contexts: Sociology for the Public*, April 13. Retrieved June 10, 2021 (<https://contexts.org/articles/what-do-memes-tell-us-about-self-and-time-during-the-pandemic/>).

Sociological Practice and Public Sociology

Anton, Alana M. 2020. "Ceaseless Caricature: Hillbilly Elegy is a Spectacular Failure." BitchMedia December 10. Retrieved June 10, 2021 (<https://www.bitchmedia.org/article/netflix-hillbilly-elegy-classism-stereotypes>).

Anton, Alana M. 2021. "From White Lightening to Hillbilly Heroin; how the federal government criminalized a region" 100 Days in Appalachia Forthcoming June.

Anton, Alana M. 2021. "'Rich, White, Reactionary': A J.D. Vance Candidacy is a Con for Appalachia" 100 Days in Appalachia April 29. Retrieved June 10, 2021 (<https://www.100daysinappalachia.com/2021/04/rich-white-reactionary-a-j-d-vance-candidacy-is-a-con-for-appalachia-opinion/>).

Sociology of Body and Embodiment

Byers, L. E. E. 2021. "'Thin People Die Too': The Weight of Being a Fat Studies Scholar." *Shuddhashar*, May 1. Retrieved June 10, 2021 (<https://shuddhashar.com/the-weight-of-being-a-fat-studies-scholar/>).

Theory

Wakeham, Joshua. 2021. "Pragmatic Justice in Juvenile Sentencing: Agreeing What to Do But Not Why." *Theory and Society* 50(2):201-229.

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

Shannon Davis received the 2021 Order of Pisgah Award from the University of North Carolina at Asheville Alumni Association in recognition of outstanding achievements in her field. Shannon will begin her new appointment as Associate Dean of Faculty and Academic Affairs for George Mason University - Korea, located in Incheon, South Korea on May 24, 2021.

Rhys Hall and **David G. Embrick** are guest editing the special issue, "Racism and Sexism in Virtual Comic and Gaming Environments," for *Sociation*. The special issue is set to release in Fall 2021.

(Continued from page 19)

Letisha Engracia Cardoso Brown received the Virginia Tech Juneteenth Faculty Scholar Award. The Juneteenth Scholars Program is designed to recognize the importance of university scholarship in understanding connections between the Juneteenth holiday and contemporary struggles against institutional racism, the exposure of structural inequality, and support for vulnerable populations.

Georgios Topalidis received the Tedder & Rothman Doctoral Fellowship at the University of Florida.

Drs. **Gina Marie Longo** and **Tara Stamm** of Virginia Commonwealth University, along with a dedicated team of like-minded folx, are proud to announce the launch of the Digital Sociology Lab. The Digital Sociology Lab is a research lab that provides skill-based training to students and faculty through workshops and hands-on research experience. As a feminist collaborative space, we draw on the expertise and leadership across disciplines, students, faculty, and area organizers to build our organizational structure and research agenda. Please visit us at www.digitalsociologylab.com

Guadalupe Marquez-Velarde was awarded the Career Enhancement Fellowship from the Institute of Citizens and Scholars (formerly the Woodrow Wilson National Fellowship Foundation). Here's a press release: <https://woodrow.org/news/career-enhancement-fellows-named-for-2021/>

Aaron Arredondo received a National Science Foundation Doctoral Dissertation Research Improvement Grant, from the American Sociological Association, for the project "Spatializing Critical Migration Studies: Racialized Spaces, Labor Rights, and Immigrant Justice Experiences in the Rural Midwest." Aaron is the graduate student Primary Investigator along with Dr. Soren Larsen as Co-PI. The grant is for one year (2021-2022) in the amount of \$15,990.

Patricia Lewis received the Emory University Women's Club Memorial Fellowship in Graduate Research.

Brittany Hearne has been selected to receive the 12-month Career Enhancement Fellowship from The Institute for Citizens & Scholars (formerly the Woodrow Wilson National Fellowship Foundation) for the 2021-2022 academic year. The Career Enhancement Fellowship, funded by The Andrew W. Mellon Foundation and administered by Citizens & Scholars, seeks to increase the presence of underrepresented junior and other faculty members in the humanities, social sciences, and arts by creating career development opportunities for selected Fellows with promising research projects. The program provides Fellows with a six-month or one-year sabbatical stipend (up to \$30,000); a research, travel, or publication stipend (up to \$1,500); mentoring; and participation in a professional development retreat.

Brett Lehman was promoted to Associate Professor with tenure at Auburn University at Montgomery.

Melencia M. Johnson won the 2021 University Service Award from the University of South Carolina, Aiken.

Angela Cora Garcia's book *How Mediation Works: Resolving Conflict through Talk* (Cambridge University Press) received the Distinguished Book Award 2021 from the Ethnomethodology & Conversation Analysis Section of the American Sociological Association.

Laura Chambers Atkins earned tenure and promotion to Associate Professor at Jacksonville University.

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Kylar Schaad was awarded the Wood/Raith Living Trust Fellowship from the University of Connecticut for the study of gender identity.

Shaonta' Allen accepted a Mellon Faculty Fellow post-doc to tenure-track position in the Department of Sociology at Dartmouth College and with affiliation in the African and African American Studies Program.

Asmita Aasaavari was awarded the Wood/Raith Living Trust Fellowship from the University of Connecticut for the study of gender identity.

James N. Maples and **Michael J. Bradley**'s study examining the economic impact of rock climbers in Kentucky's Red River Gorge was featured on the front page of the Lexington-Herald.

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.

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 EDITORS: *Social Currents*

Social Currents is seeking a new editor or editorial team to begin a three-year term that will run from January 1, 2022–December 31, 2024, with the transition between editorial offices beginning summer 2021. *Social Currents* is the official journal of the Southern Sociological Society and publishes six issues a year. The journal is a broad-ranging social science journal that focuses on cutting-edge research from all methodological and theoretical orientations with implications for national and international sociological communities. The uniqueness of *Social Currents* lies in its format. The front end of every issue is devoted to short, theoretical, agenda-setting contributions and brief, empirical and policy-related pieces. The back end of every issue includes standard journal articles that cover topics within specific subfields of sociology, as well as across the social sciences more broadly. Currently the journal receives approximately 200 submissions per year and accepts about 20% of its submissions.

Candidates for the editorship must be members of the Southern Sociological Society and must be tenured professors in an academic institution or hold an equivalent role in a non-academic setting. We welcome proposals from sole editors or teams. Editors should have an outstanding record of scholarship; offer a vision for the journal's future as well as an understanding of its unique format; possess a familiarity with diverse methodological approaches; and provide evidence of strong organizational skills. Candidates with previous editorial experience are also strongly encouraged to apply.

Applications should be no more than five pages and should include: (a) a vision statement that describes the journal's strengths, challenges, and the editor/editorial team's plans to maintain and ideally raise the journal's standing, (b) detailed information about the editor/editorial team, including a summary of skills and qualifications for the position; philosophy for establishing the editorial board; ability to offer guidance and support to authors submitting manuscripts; and plans for balancing editorial duties with their institutional responsibilities (e.g., course releases, potential deputy and managing editors), and (c) a very precise description of how the office will function, e.g., who will be responsible for selecting review-

(Continued on page 23)



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

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ers, how to ensure that authors receive decisions in a prompt and timely fashion. Applications that propose co-editors at different institutions should specifically address how editorial tasks will be divided between editors and institutions and in which institution(s) the editorial staff will be located.

The publications committee will begin reviewing applications starting July 15, 2021. We will offer a recommendation to the SSS Executive Committee by August 1, 2021. Please send completed applications to Gayle Kaufman at gakaufman@davidson.edu.

CALL FOR PAPERS

Women's Studies Quarterly (WSQ) Special Issue in Celebration of the Fiftieth Anniversary of WSQ

Issue Editors: Heather Rellihan, Jennifer C. Nash, and Charlene A. Carruthers

First published in 1972, *Women's Studies Quarterly (WSQ)*, will soon celebrate its fiftieth anniversary. Originally published under the title *Women's Studies Newsletter*, the journal's inaugural issue declared itself a "clearinghouse on Women's Studies." The founding of the Feminist Press was a pivotal moment in efforts to bring feminism to higher education, and *WSQ* reflects a focus within these efforts on cultivating and sustaining women's studies as an academic discipline and as a challenge to higher education. As a publication of the then newly established Feminist Press, *WSQ* became a key part of the Press's mission to advance women's scholarship, bring attention to gender in the academy, and cultivate greater attentiveness to diversity and social justice in the production and dissemination of knowledge. In the ensuing five decades, the relationships between the Feminist Press, *WSQ*, and higher education have been symbiotic and transformative, and with the rise of institutional feminism, also sometimes fraught.

As a celebration of the fiftieth anniversary of *WSQ*, we invite article submissions that trace the history of the journal in critical conversation with other knowledge and activist projects. We seek articles that trouble traditional tropes of commemoration and interrogate power in the construction of collective feminist memory. If traditional tropes of commemoration are often patriarchal or masculinist tools in that they are, as scholar Nancy Small (2020) suggests, typically "univocal, in control of a passive audience, and reaffirming of a standard—typically white, colonialist, and/or conquering—narrative," then what should a feminist/queer commemoration look like? How can commemoration resist reproducing master narratives through feminist and queer reorientations of historical artifacts? How can we be attentive to the ways in which affects circulate as we engage with stories about the past that touch us, understanding that touching histories reveal our own investments in particular constructions of the past (Ahmed 2004, 2017)? And if, as Clare Hemmings (2011) argues, the "political grammar" we use matters, how should feminist/queer commemoration attend to its amenability to other agendas?

Scholarly articles should be submitted to [WSQ.submittable.com](https://www.wsq.submittable.com). Please send complete articles, not abstracts. Priority consideration will be given to submissions received by September 15, 2021. LGBTQIA+, disabled, Black, Indigenous, and people of color are especially encouraged to submit. To view the full call for papers, potential topics, and complete submission guidelines please visit this [website](#).

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR PROPOSALS

“The Witch Studies Reader” Co-edited by Soma Chaudhuri and Jane Ward

For too long, academics have conceptualized witchcraft and witch hunts—especially in the global south—as fetishized rituals of exotic groups, relegating research on witches to area studies. Such marginalization is rooted in a colonial and then post-colonial white western gaze that largely dominates the research on the global south, leading to misunderstanding and misrepresentation of the different but connected political-economic contexts in which the figure of the witch is evoked. In the global north, the topic of witches and witchcraft is treated as either an historical practice (of Medieval Europe and colonial New England) or a New Age feminist occult practice that waxes and wanes in response to political upheaval and uncertainty. As a result, academic attention to witches has consisted of a largely disconnected and exoticized compilation of writing, with little or no conversation between scholars and witchcraft practitioners themselves. What is missing is a much needed feminist, decolonial, and global approach to the subject.

Over the last few years, US news media began to notice an explosion of interest in witches and witchcraft among feminists and queers. As the media has reported, this wave of feminist witches is “intersectional AF,” with Black witches, brujas, and queer and trans witches at their helm, and hexes on patriarchy and white supremacy among the modern witch’s most popular spells. Witchcraft has also taken its place inside queer and feminist movement spaces, with feminist influencers proudly blending identities like “antiracist, abolitionist, organizer, witch.” But a startling contrast to this embrace and celebration of the witch identity in the global north, are the ritualized violent witch hunts that target and persecute women among some communities in the global south—a phenomenon mostly ignored by the western media. Here tens of thousands of poor women, indigenous women, and/or aging women across in Asia and sub-Saharan Africa, have been murdered for their association—real or imagined—with witchcraft in the past fifty years. This violence is ongoing today.

With this background in mind, we are calling for chapter proposals that illuminate how feminists can make sense of the witch—her power and her persecution—in ways that take account of the vastly different national, political-economic, and cultural contexts in which she is currently being claimed and repudiated. *The Witch Studies Reader*, being prepared for Duke University Press, will dive deep into this question, revealing the current era to be a time of feminist celebration of witchcraft in many parts of the global north, and a time of continued violence and death for women accused of witchcraft in many parts of the global south.

This book will be the first of its kind to hold both realities in view by tracing the evolving relationship between the figure of the witch and the global political-economic and cultural context in which she is located. We are seeking contributions from practitioners of witchcraft, academics and anti-witch-hunt activists from the global north and south to provide a truly global, decolonized, anti-racist, feminist and grassroots interpretation of witch studies. Our aim is to solicit writing that, taken together, will hold in view multiple analytics simultaneously: the vast range of behaviors and practices that fall under the banner of witchcraft around the globe; the enduring power of the witch as a symbol of uncontrollable, mysterious, evil, excessive, failed, hyper-sexual, ugly, self-determined, barren, and aging femininity; the gendered and political-economic forces driving continued witchcraft accusations and witch persecutions in Asia and Africa; the global hierarchies and ethnocentrism that inhibit Americans’ awareness of contemporary witch hunts (and that reproduce an historical narrative placing witch hunts in the distant past); the relationship between the witch and her cultural alter egos (the *curandera*, the crone, the midwife, the goddess, the shaman, the priestess); and the undeniable allure of the witch, who transfixes us with her power and her hunger for revenge.

The deadline to submit a 500 to 750-word abstract is August 1, 2021. Abstracts should be submitted via email to Jane Ward at jane@ucr.edu and Soma Chaudhuri at chaudh30@msu.edu. For more information, and to view the full call for proposals, timeline, and potential topics, please visit this [website](#).

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR ABSTRACTS FOR EDITED VOLUME

“Breaking the Silence: Institutional Responsibility in Women’s Promotion to Full Professor”

Co-edited by Chardie L. Baird and Mangala Subramaniam

We are seeking abstracts for an edited volume focused on women’s promotion to full professors. The edited collection is guided by the following questions: What are the experiences of women during their promotion to full professor? How do university structures, practices, policies, and norms affect women’s moving up the ranks from associate professor to full professor by both presuming and reproducing gendered and racialized inequity? How do associate professors navigate the institutional terrain in seeking promotion to full professorship (successfully or not)? Ideally, the volume will represent a diverse group of women, including but not limited to interdisciplinary contributions from international scholars and/or scholars who are women of color. We expect to capture a range of experiences recognizing the variations in structure of higher education, promotion criteria, and types of institutions across countries of focus in this edited collection.

We focus on promotion to full professor because the gender gap in the rank of full professor, the top of the academic hierarchy, persists globally, despite the reduction of the gender gap in other locations on the academic career ladder. In India, women are concentrated at the lower end of the hierarchy in the rank of assistant professor at 43.9%. About 37% are reader/associate professors and 28% are full professors (Government of India 2019). Similar trends exist in Australia (Australian Government 2018), Japan (Government of Japan 2019), Canada (Statistics Canada 2019), countries in the European Commission (European Commission 2019), and the United States (AAUP 2019).

Dominant accounts for gendered and racialized academic career advancement rarely implicate universities’ responsibility for the ways 1) gendered and racialized norms are embedded in institutions and play out as bias or 2) the structures, practices, and policies of academia systematically devalue the work of women and restrict their opportunities (Britton 2017; Stewart and Valian 2018). For example, focusing on gender disparities in caregiving and/or community work is open to the interpretation that academia has no role in addressing these disparities because it is outside the “purview of academia” (Stewart and Valian 2018: 137). Overall, recognition is gendered and therefore women are less likely to be rewarded (Subramaniam unpublished).

Our edited volume seeks to highlight and explain the ways that universities contribute to hindering women’s advancement to full professor using an intersectional lens. To do so, we will consider a broad range of contribution types, such as reflexive essays, case studies, empirical studies, theoretical or conceptual work if the focus is on university structures, practices, policies, and norms and their effect on promotion to full professor.

Please send your 1) proposed chapter title, 2) abstract (no more than 500 words), and 3) biography of each author (no more than 100 words) to Chardie L. Baird (cbaird@ksu.edu) and Mangala Subramaniam (msubrama@purdue.edu) by August 1, 2021 (target date). Please use the subject header “Chapter proposal re: women and full professor.” We expect to make decisions on abstracts by November 1, 2021. If we receive confirmation of moving forward on the proposed book, chapters of 8,000 words will be due by March 15, 2022. For more information, visit [here](#).

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.

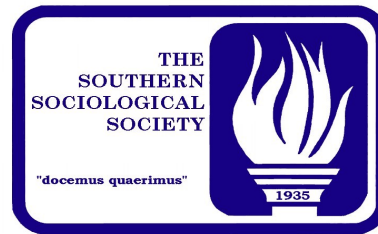
Membership classes and annual dues are as follows:

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

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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.

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

