

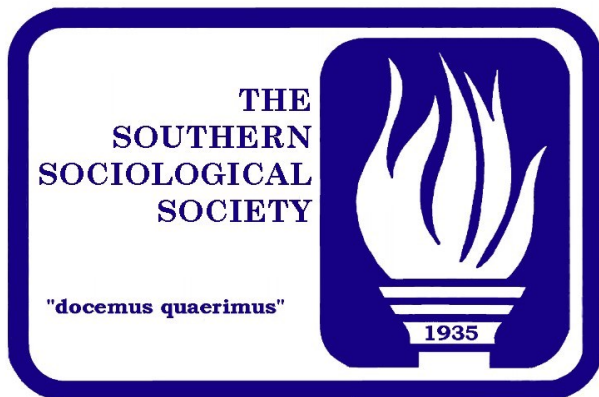
# The Southern Sociologist

The Newsletter of the Southern Sociological Society

Volume 53

Number 2

Fall 2021



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## From Society President Dr. Stephanie Bohon

Hello, dear friends. I am cautiously optimistic about our exciting plans for seeing you once again face-to-face in Birmingham. As I am writing this, a great deal of activity is occurring in preparation for the 2022 meetings. In this issue, you will see the call for papers from our Program Chairs, Carmel Price and James Maples. I hope all of you will submit paper or sessions so that we can have a vibrant and fruitful meeting.

This year's theme is "Invisibility." In *Invisible Man*, Ralph Ellison tells the story of a protagonist whose life is irreparably altered by those who treat him (and all Black men) as expendable. Ellison's work explores one form of invisibility; there are many forms, as our Birmingham meetings will highlight. As sociologists, we study the types of invisibility constructed through *homo sacer* (i.e., the position that some must be sacrificed for the "common" good) as we see in Ellison's work by conducting research on police-caused killings, Black Appalachian experiences, model minority narratives, and the struggle of essential workers in the time of COVID. We also study invisible actions, such as invisible labor,

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## From Society President Dr. Stephanie Bohon, continued

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and the struggles with invisible experiences like some disabilities. Criminologists, race scholars, and others may also study white supremacist or dark web activities that are nefariously invisible by a design facilitated by our social structures.

As I write this, I am struck by how children—often made hypervisible by politicians to push their policy agenda—are now being rendered invisible this Fall by governors, mayors, and college administrators in the push to get back to education “as usual.” My own university as well as many of yours has forced people back to work in unsafe classrooms with little regard for the unprotected and unvaccinated children at the homes of our students, faculty, and staff. This invisibility is

made possible by the machine of neoliberalism where slogans like “personal responsibility” are floated without regard for logic or science. In the face of a deadly airborne virus, thinking people will certainly struggle with being personally responsible for others’ sneezing or coughing.

I mention this situation because I want to underscore how important it is for Sociologists to make visible that which society has rendered invisible. I believe strongly that Sociology can and should be used to make our world a better place. We bring light to the struggle by digging into the roots of invisibility and shedding light on that which others want to remain unseen. I look forward to seeing your work and, hopefully, your faces, in Birmingham.

**Stephanie Bohon**  
**University of Tennessee**

## Letter from Co-Editor Nadya Vera:

Dear SSS Members,

Welcome to the Fall 2021 edition of TSS. Although COVID continues to impede a return to “normalcy,” I am glad to see that sociological questions related to who essential workers are, how much level of risk is a job worth, and what a living wage is are being discussed outside of academia.

I began the semester feeling relieved to know that my institution had imposed a mask mandate in indoor spaces, yet confused, nervous, and frustrated to know that face masks were optional at my 6-year-old’s elementary school. A federal lawsuit made it so that school children are now required to wear masks in the county in which my child’s school is, but unfortunately, it has not been without backlash.

Although the vaccination issue has become a contentious, polarizing issue in certain circles stateside, I recently spoke with a colleague who described a line of people that was “miles long” after a military base in another country announced that it had a limited number of spare vaccines that would be made available to the locals.

The Birmingham meeting represents a great deal of hope related to (safely) congregating and using that fellowship as inspiration to help us get to a place that perhaps not normal, but hopefully “better than normal.” We sociologists are well qualified to shed light on the negative externalities that are too often made invisible, and I believe in our field’s ability to continue to make that very important contribution to the greater good.

**Nadya Vera**  
**University of Tennessee**



## Letter from Co-Editor James N. Maples:



I've been a member of Southern since 2007 when, as a brand new grad student, I presented a mediocre and forgettable paper in our Atlanta meeting. I vividly remember that meeting, though. There I met so many new faces that I would come to call friends in the coming decade plus.

I think a silently painful part of the present pandemic has been the invisibility of my friends and colleague's faces. I have been absent at all conferences since the start of COVID and cancelled all my speaking engagements as a precaution while awaiting my daughter's first vaccination (which I dearly hope will come in the next few weeks). Zoom is...it's fine. But there's nothing like shaking Larry Isaac's hand again, sipping a beer with Dee Bissler and Cameron Lippard, trading stories with the amazing Stephanie Bohon, or getting a working lunch with my academic sister, Carmel Price. And it surely would be nice to actually meet my co-editor, Nadya Vera, in person! These are the

faces that I find invisible in my life at the moment and these are just a handful of the many faces I hope to see again this spring at the conference.

I realize the pandemic has forced all of us to make difficult, even heartbreaking, decisions. Moreover, we can't foresee the future and what this pandemic will do six months from now. What we can do (amid a litany of protective measures like vaccination, social distancing, and mask use) is collectively hope that our future includes in-person memories of our upcoming Birmingham meeting...that it holds fruitful conversations over coffee, career-building moments with our mentors and new colleagues, and stirring presentations that make us close our eyes just to soak in all that new knowledge.

I hope, then, that our 2022 meeting can be both a time for sharing vibrant sociological research but also a time for healing our hearts and souls. I hope that Southern can be a time to undo that invisibility of our friends and colleagues while also grasping at this extraordinary theme "Invisibility" that our president has provided us as our conference backdrop. More importantly, I hope to see you there.

As part of the program coordinator team, feel welcome to reach out to me with questions about the conference.

**James N. Maples**  
**Eastern Kentucky University**  
James.maples@eku.edu

# In Memoriam

## John Ryan (1949-2021)



*College of Liberal Arts and Human Sciences, Virginia*

John Ryan, professor of sociology at Virginia Tech, died unexpectedly of cardiac arrest at his home on February 23, 2021. After growing up in Rochester, New York, as a devoted rock and roller and baseball fan, John headed south to Morgantown, West Virginia, where he graduated from West Virginia University with a BA in sociology in 1971 and an MA in sociology in 1977. He earned his PhD in sociology in 1982 from Vanderbilt University, where he studied under and worked with Professor Richard Peterson.

John's interest in music and culture began early. His first band, formed in 1963 when he was 14 years old, made only two public performances, but the experience was enough to set John off on an accomplished musical career. He won national songwriting contests, performed in folk duos and a successful rock band, and was a colleague of singer-songwriter Townes Van Zandt, who lived in Morgantown near the end of John's undergraduate days.

While studying the sociology of culture at Vanderbilt, John continued his musical career, performing as a guitar-playing singer-songwriter in many music halls and bars of Nashville. Slowly, however, the music career gave way to the sociology of music career, and John's sociological creativity emerged in publications on the music industry and the arts.

John started as an assistant professor at Clemson University in 1982. Working in the production of culture perspective, his first article, on country music songwriting, showed that songwriters create the initial idea for a song, but what creates the final product is a decision chain involving publishers, artists, producers, sound engineers and mixers who collaborate on the basis of the product image they believe will be most successful in the market.

His first book, *The Production of Culture in the Music Industry: The ASCAP-BMI Controversy* in 1985 showed that the music market was not organized through free exchanges between producers and consumers. Rather, it was created by agencies that licensed musical products and distributed royalties to artists, deciding along the way what kinds of music they would license.

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His then wife, Deborah A. Sim, a graphic designer and museum curator, was his intellectual companion and collaborator during this time, co-authoring a paper with John in *Social Forces* on art as news and designing the Culture Section buttons that she and John distributed at the ASA meetings from 1992 through 1998 while John chaired the section's Membership Committee. John moved through the ranks at Clemson, and he was appointed as chair of the sociology department in 1996.

After serving as chair of the department at Clemson for 6 years, John took his administrative skills to Virginia Tech to chair the Department of Sociology there for 18 years. At Virginia Tech, his scholarship expanded to include studies on terrorism, online extremism, and community reactions to crime and tragedies. As chair, his office was always open for questions about bureaucratic issues or discussions about sociology. His passion was culture, and he was always up for a conversation about any facet of music: production, consumption, guitars, songwriting, genres, lyrics - virtually anything. You could stick your head in his office, and if the topic was the sociology of music, John was ready to talk.

During his time as chair at Virginia Tech, John had several opportunities to support the Southern Sociological Society, and he always came through. Working with higher administration, he made sure that SSS presidents Michael Hughes (2005) and Toni Calasanti (2019) had the resources that they needed. He worked the same magic to provide a home for the SSS Executive Office under Executive Officer David Brunsmas, providing space, assistantships, and other support as needed. And when Toni Calasanti became a founding co-editor of *Social Currents*, John again stepped forward and made sure that the journal had an office and graduate student support. He was a true servant of the Society, and this legacy lives on.

John will always be remembered for his calm demeanor, quiet listening, dry wit, razor-sharp insights, and sound words of advice. He was a scholar and passionate sociologist, and he positively affected the lives of many. His influence will live on through the work of colleagues, friends, and students. John is survived by his wife Jill Harrison and their daughter Emma as well as his daughter Molly Ryan and her mother, Deborah Sim.

**Michael Hughes**  
**Virginia Tech**





**Southern  
Sociological  
Society**

**2022  
Annual Meeting**

**CALL FOR PAPERS**

**“Invisibility”**

Birmingham, Alabama

The Birmingham Sheraton

April 6-April 9, 2022

Submission Deadline: November 5, 2021

**President:** Stephanie A. Bohon, The University of Tennessee—Knoxville

**Program Co-Chairs:** James Maples, Eastern Kentucky University Carmel E. Price, The University of Michigan—Dearborn

**Theme: Invisibility**

The people and actions that have been rendered invisible have long been the subject of sociological inquiry, and our Birmingham meetings will provide us an opportunity to spend time engaged in exploring the hegemonic processes and motivations for the creation of invisibility. Hopefully, we are now emerging from a period of active federal data suppression. We are also at a moment where some of what has been produced as invisible—especially police-caused violence—is being made visible. Clearly, some of the light that makes what has been rendered invisible suddenly visible is the work of sociologists, especially sociologists as activists. The theme of invisibility lends itself to a variety of interesting topics such as invisible labor, disability, efforts to suppress data on gun violence, and accounts of Appalachia that assume heterogenous Whiteness, just to name a few. The theme also allows us to better explore concepts that are intrinsically intertwined with invisibility such as the environmental injustices occurring in “forgotten” communities, the treatment of immigrants as homo sacer, and the production of ignorance. We welcome a broad interpretation of our theme and look forward to fruitful face-to-face conversations in Birmingham.

**A note about COVID**

the Birmingham Sheraton is following the latest guidelines from the CDC and WHO. For information about the conference venue’s COVID policies (e.g., masking, distancing) and cleaning procedures please visit this website, which will have the most updated information: <https://clean.marriott.com/>. SSS will be closely monitoring the situation as it develops.

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**Submission Deadline: Friday, November 5, 2021 at midnight EST.**

### **Submission Details**

There are three submission types: individual papers, poster presentations, and full session proposals.

Important notes: The information provided through the submission portal will appear exactly as it is entered (including capitalization). Therefore, enter your paper title, name, and affiliation as you wish it to appear in the program. Also, time slots are limited, thus, participants may serve in no more than two presentation roles (author of a paper, panel participant, workshop leader, poster presenter, etc.). There are no restrictions on the number of times a participant may serve as a session presider or discussant.

1) *Individual Papers*: You may submit extended abstracts of individual papers for inclusion in a regular paper session. These abstracts will be organized into sessions by the program committee members on the basis of common themes. All regular paper submissions should include: (a) the title of the paper, (b) names, affiliations, and contact information for each author, and (c) an extended abstract. Extended abstracts should be approximately 400-450 (max. 450) words and organized with the suggested three section headings: Objectives, Methods, and Findings.

2) *Poster Presentations*: You may submit abstracts for inclusion in a poster session. All poster submissions should include: (a) the title of the paper, (b) names, affiliations, and contact information for each author, and (c) a brief abstract (max 250 words). Posters should display relevant objectives, theory, methods, results, and conclusions in a way that is accessible (readable from a distance of six feet) and visually appealing. Easels, clips, and backing boards are provided. Your poster should not exceed 30" x 40".

3) *Full Session Proposals*: All full session proposals must include a short abstract (max. 450 words) detailing the theme of the proposed session. This should include a brief description of the session's prospective broad appeal and/or connections with the 2022 meeting theme of invisibility. All areas of sociology are welcome! If the session is being submitted on behalf of an SSS Committee (or multiple committees), include this information in the session title. Additionally, you must include full details for all participants including: submission title, submission type, abstract, three keywords, name, institution, email, and position. Participants include the presider and organizer, in addition to the presenters or panelists, and discussant, if included.

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4) *Special Sessions: Author-Meets-Curious-Readers (AMCR)* sessions spotlight books with broad enthusiasm across SSS membership. AMCRs may be self-nominated and should include three to four potential 'curious readers'. Proposals for workshops on a range of topics like social change, pedagogy, methodology, networking, and publishing, for example, will be considered too. Proposals for AMCRs and workshop sessions should be sent directly to the program co-chairs for consideration and follow the guidelines described above under *Full Session Proposals*. Members are encouraged to submit to 'Sessions Seeking Papers,' which will be updated and subsequently circulated as a digest on a weekly basis.

### **Submission and Registration Procedures**

Anyone attending the meeting or listed in the program must be a current dues-paying member of SSS (with the exception of undergraduate observers and presenting undergraduate affiliates of SSS Departmental Members). All program participants (presenters, presiders, discussants, panelists, etc.) must also be registered for the annual meeting. Please note that conference attendees are strongly encouraged to pre-register for SSS 2022 on or before March 1, 2022. Those who register after this date will pay increased on-site registration fees. You may join/renew your SSS membership, submit abstracts, and pre-register for the conference from our website: <https://www.southernsociologicalsociety.org/>

### **Hotel Information**

Book your room at the Birmingham Sheraton using this link: <https://book.passkey.com/event/50226565/owner/16607/home>. Web-based reservations are preferred but you may also call 205-324-5000 to reserve a room. The SSS conference rate is \$169 for single/double, \$179 for triple, and \$189 for quadruple per night. Deadline for booking within the SSS Annual Meeting room block rate is March 13, 2022. However, the room block often fills up well before this cut-off date.

Please direct conference program questions to: [program@southernsociologicalsociety.org](mailto:program@southernsociologicalsociety.org). Questions regarding membership or registration should be directed to: [webmaster@southernsociologicalsociety.org](mailto:webmaster@southernsociologicalsociety.org).



# Welcome to the Grad Office

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

By Tyler Bruefach and Rachel Sparkman

### Reduce, Reuse, Recycle

Hello! Welcome back to the *Grad Office*, where we try to make the unknown ins and outs of academia not so. We are a couple of doctoral students who try to leverage our own and others' experiences to share information about how to make the most of your doctoral training, while also looking after your mental health. Last year, we spent a good deal of time discussing how to pursue nonacademic careers: [what kinds](#) are out there, how to [shape your skillset](#) for nonacademic opportunities, how to network with potential employers at [virtual conferences](#), and how to [use the summer to set yourself up for success](#) (work-wise but also mentally). These columns are situated within the context of Covid-19. Given our continued pandemic woes and job market throes, they might be worth a read.

In this column, we are focusing on how to achieve balance and effectiveness in your coursework as a doctoral student: Reduce, Reuse, and Recycle. More specifically, how can we *reduce* our overall workload in a doctoral program (while achieving the same or better outputs) through our course-taking, *reuse* our previous work to write papers more effectively, and *recycle* concepts to spur creativity? These strategies we discuss below are not what some people call "double-dipping." We present these ideas as ways to help define and propel a broader line of research, advancing you towards publication, grant applications, even dissertation projects. In other words, we will describe how to make your courses and previous research work for *you*.

Professors, mentors, and peers have advised both of us to "use course papers to generate publishable work." But how to define what is efficient and what is "cheating" is less often discussed. Nobody wants to be that person who was "double-dipping," or drafting the same exact paper in multiple courses. But at the same time, developing a broader line of research is important to our scholarly development! To distinguish efficient use of writing from "double-dipping," we think it is useful to consider the following question. *Could you submit each draft as a separate article to the same academic journal or conference?* If not, then you should consider further differentiating your projects and/or having a discussion with your professor on how to proceed. But if they are, then you are on your way to maximizing the material benefits of your coursework.

### Reduce

It's no secret that PhDs need to produce publications, grant applications, and conference presentations, among other things,

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**Rachel Sparkman** is a sociology PhD Candidate 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 intersect with economic vulnerability in small towns. She can be reached at [rsparkman@fsu.edu](mailto:rsparkman@fsu.edu).

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to be competitive for the limited supply of academic job openings.

Those seeking nonacademic jobs also need to search for extracurricular opportunities that provide applied experience and bolster their skillsets for different fields. These tasks are critical for successful job placements, can be time consuming, and require a lot of intellectual effort! It is therefore important to consider how your courses could help *reduce* your overall workload, and also move those goals forward. If your goal is to present at a conference or produce a publication, how could your coursework push you in the right direction? Oftentimes, course papers can become thesis drafts, journal articles, and grant applications. If your goal is to identify external opportunities for applied experience or skills development, then using coursework to advance your development of thesis or dissertation projects is an immense benefit. The time you gain from having course projects work for you can be used to further your skillset, bolster your overall “body of work,” or perhaps most importantly, to rest and prevent burnout. In other words, you can *reduce* the overall workload required to be competitive in your prospective job field(s) by making sure your coursework is providing material benefits, such as progress on your research projects and time.

### **Reuse and Recycle**

After you settle into the *reduce* mindset, reinforce this idea with *reuse* and *recycle*. Namely, we are talking about reusing and recycling previous writing to spur new ideas, reinvigorate old ideas, and become more efficient in your scholarly pursuits. In our graduate orientations, we’ve heard professors in the department tell us overly-eager first-year students: *every course paper should be working toward a publication*. But how? When? While we (your column writers) are still working this out in our own graduate careers, we have some tips for our readers no matter where you are in your graduate program.

*Reuse* previous work to write papers more effectively and efficiently. Start by revisiting old papers and decide if you want to workshop them into a publication, grant application, or use toward your thesis or dissertation projects. For new graduate students, look back to your undergraduate capstone project, or a paper in your favorite sociology course, to revisit. Give it a reread for main themes from the literature and check the reference list for relevancy moving forward (you already put in the work for the reference list, *reduce* your labor here, as well!). For more advanced graduate students, you might have a collection of papers from graduate courses. Depending on the course, you might have a solid literature review that needs to be propelled with research questions and data, while others (particularly in your quantitative and qualitative methods courses) might have a better methods section that needs more literature and a theoretical framework. In both instances, we are using previous work for a publication.

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# Welcome to the Grad Office



**Tyler Bruefach** is a doctoral candidate in the Sociology department at Florida State University.

Broadly, he researches how early-life circumstances shape health and well-being in the future. His dissertation employs a life course perspective of resilience to understand how early-life disadvantage shapes the associations between psychological resilience and physical health at midlife and later life, and whether disproportionate disadvantage explains racial/ethnic variations in these resilience-health linkages.

He can be reached at [tbruefach@fsu.edu](mailto:tbruefach@fsu.edu).

# Welcome to the Grad Office

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Keep in mind that smaller chunks can be used toward grant applications, your thesis or dissertation chapters, or to generate new projects altogether.

*Recycle* old papers by invigorating topics with a different theory, perspective, or event. Instead of completing a paper from a graduate course to be ready for publication, you can *recycle* concepts to spur creativity toward a new direction. For example, while perusing older course papers to *reuse*, you might realize a better theory will help frame your argument. Similarly, the theory you used back in that paper (depending on how old it is!) could have evolved or now offers a new perspective you would like to highlight, not to mention new research on the topic that will offer a fresh discourse on your topic. Perhaps you'd like to understand how the processes you examined in one project vary across another social category, identity, or experience. This analysis might indeed require a different framing or theoretical perspective. You can also develop novel research projects by considering a new angle, such as how your research area has been impacted by a new policy or event, such as Covid-19. Methodologically, new data could be available from the dataset you sampled previously, which could possibly affect your original results. Likewise, a different dataset could offer a fresh perspective on your research questions.

In sum, we have explored ways to achieve balance and efficiency as a graduate student through our mantra—*Reduce, Reuse, and Recycle*—which, yes, was recycled. We like our application better, and hopefully it is helpful as you look to navigate your coursework.

Remember, work toward *reducing* your overall workload while maximizing your output. Next, revisit previous course papers to *reuse* valuable intellectual labor, such as workshoping them toward a publication, grant application, or parts of a larger research project. Finally, we discussed ways to *recycle* and reinvigorate old ideas into creative new projects by re-considering theory, methodologies, literature, and events surrounding that topic. As always, find what works for you!

*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)

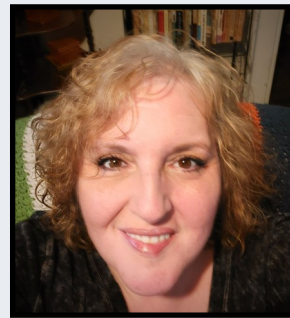
Caliesha Comley, Teaching Corner Editor (Georgetown College)  
Student Editors: Chearlise Stoudemire and Ernest Lee

Fall has blown in here in the Appalachian Mountains, and I can't help but feel a bit of relief: relief from the heat and also from the stresses of the last academic year. This year is full of its own challenges, not the least of which being the constant attempt to maintain safety while teaching in a classroom during a pandemic.

As sociologists, we are faced with new issues to discuss with students, including the assault on Roe v. Wade in Texas and other states, the treatment of asylum seekers at our borders, changes in the occupational structure and workers' exodus from low-wage work. And still our daily lives remain often unchanged: teach classes, grade homework, attend meetings, and look for new solutions to old problems. We look around and see each other floating by (gracefully or not) in similar boats. This is true of those of us working in small and community colleges.

In order to continue providing support to our colleagues at these institutions, the Committee on Sociology in Small and Community Colleges is ramping up our efforts. In our most recent meeting, we have taken on a couple of challenges and plan to continue meeting regularly to maintain active participation. We are crafting the committee charge, including finding ways to increase the institutional memory of the group.

We are thrilled to be working with Caliesha Comely to provide highly engaging and important articles in the upcoming editions of the Teaching Corner. We are also developing sessions for the SSS meeting in Birmingham. Keep an eye out for these articles and sessions!



**Amy Sorenson** 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 inequality.



# TikTok Thesis Challenge

**Alexandria M. Reynolds**

Associate Professor of Psychology

Director of Instructional Technology

The University of Virginia's College at Wise, Wise, VA



I routinely teach our Psychology Capstone Senior Seminar Course, which is designed to be one of the final courses Psychology students take to get their degree. The course is split into three major foci: a literature review-type paper on a subject of the student's choice, an oral presentation of said topic, and an exit exam. Each semester I teach the course, we focus heavily on the paper for the majority of the semester, breeze through the presentation, and then focus heavily on exit exam preparation. Spring 2021 was the first semester that I taught Senior Seminar synchronously online (thank you, pandemic), but also gave me an opportunity to try some new things that I had not previously considered. For this newest semester, I decided to work harder to prepare students for the oral presentation of their thesis statement, as that is always an area students say they feel least prepared. Thus, "TikTok Thesis" was born.

Although pandemic teaching had its major pitfalls, one interesting thing I noticed was my students' interest and willingness to try new technology. This willingness might be specific to my students, as I worked to incorporate technology that I hoped would positively impact their educational experience. Sometimes, this new technology worked great; however, I am always willing to acknowledge when it detracts and I discuss this openly with my students. I made sure my students knew that each new technology I introduced was intended to bring them closer to the "face-to-face feel," since we all yearned to be back in the classroom and a return to normalcy. Even pre-pandemic, I always took a more laid-back approach to technology and not setting a precedent with students that they need to stress if something does not work their way. My motto is always: "technology is great, until it isn't." Setting the tone on trying new things has proven to be an important factor in finding out what does and does not work in the classroom.

While I was formulating the assignment, I wanted it to be "low-stakes" so that students did not feel significant pressure to create something that was technologically time consuming. The point behind the assignment was actually gaining the practice and confidence to talk about their thesis statement, not necessarily creating an amazing video in the process. I chose "TikTok" as the theme because the app originally only allowed videos of 60-second durations or less, so it was a quick way to get information across to an audience. Students were familiar with the app and most enjoyed creating/posting "selfie" videos on their personal social media accounts. Even if they had never created videos on TikTok, most students watched videos on the platform or saw them shared through other social media sources.

I found that it was most important to be specific enough in the assignment prompts to show students what you expect to see in the video. If possible, create your own version so students have an example to follow.

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You should also provide a grading rubric to show students how you are going to grade the assignment. Personally, I weighed most heavily on accuracy and following the rules of the prompt (within the time limit, stated at least one source, etc.), and less on creativity.

Students were instructed to create a video that was 60 seconds or less (a traditional “TikTok”), must discuss their thesis in the video with the most important “mic drop” concluding point, and verbally state at least once source with author name(s) and year. Students did not need to video themselves; some students chose to do a voice-over with text on slides. However, it is important to remind students that they should not read from a script, as they would not be able to do that during their actual oral presentation for the course. Students could use any device to create the video and did not need to use TikTok at all.

I housed the assignment on another platform, called FlipGrid, that allowed me to set up the assignment, directly embed the prompt into my Learning Management System (Moodle), and comment on and grade the submissions. Students could even create the video in the FlipGrid app if they chose to, although many students ended up using their phone and TikTok directly to record their videos. Viewing the videos on FlipGrid was easy and convenient, and students enjoyed watching their classmates’ videos. In terms of grading, I provided students with feedback that I felt would directly help them with their formal oral presentation. For example, did the student do a clear job of explaining their thesis statement? What kinds of research did they choose in the short span to support their argument? Was the concluding statement really impactful, and did they convince me why I should care about their thesis?

All in all, the videos were a welcomed break to a more typical assignment such as a discussion board or paper and, dare I say, fun to grade? Several students made quite humorous, but impressive, videos explaining their topic in engaging ways. Anecdotally, students reported having fun with the assignment. They also stated that it made them feel more confident in presenting and with the material. After all, fitting an entire semester’s worth of literature research in one minute is quite the challenge, but students were certainly up for it.

## Meet our Teaching Corner Editorial Staff



### Editor



Caliesha Comley is an Assistant Professor of Sociology at Georgetown College, where she teaches courses in inequalities, research methodologies, and social and criminal justice. Informed by postcolonial, feminist, and legal studies, her research centers on women's resistance against state violence through law and social movements. She also serves as the Director of Georgetown College's Pre-Law Program of Distinction. She earned her PhD (2019) and MA (2016) from Boston College, and BA from Georgetown College (2014).

### Student Editors



Chearlise Stoudemire is a student editor for the Teaching Corner. She is a senior at Georgetown College and majors in Sociology with an emphasis in Social and Criminal Justice. Her academic interests include womanism and restorative justice. Chearlise plans to attend Law School to practice family law, while also working on restorative justice initiatives for juveniles. Chearlise has developed the communication and analytical skills that make her an asset to The Southern Sociologist.



Ernest Lee is a student editor for the Teaching Corner. He is a senior at Georgetown College and double majors in Sociology and Political Science. His academic interests include politics, identity, and society. Ernest plans to pursue a PhD in sociology. Ernest has developed the critical thinking and writing skills that are the foundation of his positive contributions to The Southern Sociologist.

## 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).

The SSS Publications Committee is pleased to announce that Jennifer Augustine and Amanda Koontz will serve as the next editors of *Social Currents*. The Publications Committee reviewed applications and made a recommendation to the Executive Committee, which voted in favor of Augustine and Koontz.

**Dr. Jennifer Augustine** is an Associate Professor of Sociology and faculty affiliate in the Women and Gender Studies program at the University of South Carolina. She has served on the Editorial Board at *Social Currents* and *Journal of Marriage and Family*. Jennifer's research focuses on family and gender, education, inequality, social demography, health, and the life course and mainly uses quantitative methods. She has published in multiple outlets, including *Demography*, *Journal of Family Issues*, *Journal of Health and Social Behavior*, *Journal of Marriage and Family*, *Social Forces*, and *Social Psychology Quarterly*.

**Dr. Amanda Koontz** is an Associate Professor of Sociology at the University of Central Florida. Her research focuses on culture, consumption, social psychology, and inequalities and mainly uses qualitative methods. Amanda has published in multiple outlets, including *Gender Issues*, *Journal of Consumer Culture*, *Journal of Popular Culture*, *Journal of Social and Personal Relationships*, *Qualitative Research*, *Social Currents*, *The Sociological Quarterly*, *Sociological Perspectives*, and *Sociology Compass*. She has been active in SSS as program chair for the 2019 annual meeting and site selection committee during 2019-2020.

We extend our deepest appreciation to the current editors, Martha Crowley and George Wilson, for their fantastic leadership over the past three years. Martha and George will work with Jennifer and Amanda over the next three months to make the transition as smooth as possible. The official term begins January 1, 2022. Congratulations, Drs. Augustine and Koontz!



**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.



## Recent Publications from Our Membership

In this section, Olivia Johnson (Emory University) lists recent work and accomplishments by our members.

Click [here](#) to submit your news!



**Olivia Johnson** is a fifth-year PhD candidate in sociology at Emory University.

Her areas of interest are race, emotion, culture, and family.

She is from Pensacola, Florida and has a soft spot for the South, old school R&B, and a good Netflix limited series.

Her dissertation, a comparative historical analysis tentatively titled “Ain’t I a mother,” will examine Black American motherhood identity in culture and community.

### Collective Behavior and Social Movements

Li, Yao. 2021. “Official Framing—Portraying the Implementation of an Unpopular Policy as Responsive Governance.” *Social Movement Studies* 1–19. doi: 10.1080/14742837.2021.1929145.

Li, Yao, and Harvey L. Nicholson. 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. doi: 10.1111/soc4.12849.

### Community and Urban Sociology

Friedman, Samantha, Colleen E. Wynn, and Hui-shien Tsao. 2021. “Racial and Ethnic Residential Segregation by Family Structure and the Presence of Children in Metropolitan America.” *Race and Social Problems*. doi: 10.1007/s12552-021-09342-3.

Gullette, Gregory, and Marni Brown. 2021. “Experiential Learning on the Inequities Confronted by Immigrant and Refugee Communities.” *General Anthropology* 28(1):1–8. doi: 10.1111/gena.12077.

### Crime, Law and Deviance

Malone, Danny E., and Kelli Smith. 2021. “Neutralization Theory and the NFL’s Domestic Violence Issues: A Case Study Analysis.” 20(2):9.

Weber, Jennifer Beggs, and Pamela M. Hunt. 2020. *Shameless Sociology: Critical Perspectives on a Popular Television Series*. Cambridge Scholars Publishing.

### Family

Khan, Nazneen. 2020. “COVID-19 and Reproductive Injustice: The Implications of Birthing Restrictions during a Global Pandemic.” Pp. 85–93 in *COVID-19*. Routledge.

Kincaid, Reilly. 2021a. “Maternal Decision-Making and Family-to-Work Spillover: Does Gender Ideology Matter?” *Sociological Focus* 54(3):223–38. doi: 10.1080/00380237.2021.1923597.

Kincaid, Reilly. 2021b. “Partner–Child Relationship Satisfaction and Marital Satisfaction: Do Impressions Spill Over?” *Journal of Family Issues* 0192513X211033932. doi: 10.1177/0192513X211033932.

Knox, David, Caroline Schacht, and I. Joyce Chang. 2019. *Choices in Relationships*. 13th ed. SAGE Publications.

Perkins, Elizabeth, Chelsea Dyer, Taylor Hilliard, and David Knox. 2021. “Let’s Fall in Love...after I

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Vet You': Romance and Vetting." *College Student Journal* 55(1):25–28.

### **Inequality, Poverty, and Mobility**

Jason, Kendra, and Brianna Turgeon. 2021. "Victim-Blaming in Disguise? Supervisors' Accounts of Problems in Healthcare Delivery." *Qualitative Sociology* 44(2):253–70. doi: 10.1007/s11133-021-09479-y.

### **Medical Sociology**

Ciciurkaite, Gabriele, Guadalupe Marquez-Velarde, and Robyn Lewis Brown. 2021. "Stressors Associated with the COVID-19 Pandemic, Disability, and Mental Health: Considerations from the Intermountain West." *Stress and Health* 1–14.

Marquez, Beatriz Aldana, Guadalupe Marquez-Velarde, John M. Eason, and Linda Aldana. 2021. "Pushing Them to the Edge: Suicide in Immigrant Detention Centers as a Product of Organizational Failure." *Social Science & Medicine* 283:1–9. doi: 10.1016/j.socscimed.2021.114177.

Marquez-Velarde, Guadalupe, Gabe H. Miller, Guizhen Ma, and Verna M. Keith. 2021. "Psychological Distress among Black Immigrants by Region of Birth." *Journal of Immigrant and Minority Health*. doi: 10.1007/s10903-021-01203-w.

Miller, Gabe H., Guadalupe Marquez-Velarde, Apryl A. Williams, and Verna M. Keith. 2021. "Discrimination and Black Social Media Use: Sites of Oppression and Expression." *Sociology of Race and Ethnicity* 7(2):247–63. doi: 10.1177/2332649220948179.

### **Race, Gender, and Class**

Jones, Nicole E., Danny E. Malone, and Mary E. Campbell. 2021. "Same-Sex and Different-Sex Interracial Couples: The Importance of Demographic and Religious Context." *Race and Social Problems*. doi: 10.1007/s12552-021-09340-5.

Poulson, Stephen C. 2021. *Racism on Campus: A Visual History of Prominent Virginia Colleges and Howard University*. London: Routledge.

### **Racial and Ethnic Minorities**

Smiley, Kevin T., and Yulin Yang. 2021. "Big City, Little Worries? Little City, Big Worries? How Immigration Levels and City Size Shape Safety Perceptions in Urban Europe." *International Journal of Intercultural Relations* 84:264–75. doi: 10.1016/j.ijintrel.2021.08.007.

### **Sociology of Religion**

Adler, Gary J., Jr., Selena E. Ortiz, Eric Plutzer, Damon Mayrl, Jonathan S. Coley, and Rebecca Sager. 2021. "Religion at the Frontline: How Religion Influenced the Response of Local Government Officials to the COVID-19 Pandemic." *Sociology of Religion*. doi: 10.1093/socrel/srab029.

Coley, Jonathan S. 2021. "Creating Secular Spaces: Religious Threat and the Presence of Secular Student Alliances at US Colleges and Universities<sup>1</sup>." *Sociological Forum* 36(3):649–67. doi: 10.1111/socf.12725.

Kidwell, Josiah, and Michael Ian Borer. 2021. "The Sanctuary of the Spectacle: Megachurches and the Production of Christian Celebrities and Consumers." *Journal of Media and Religion* 20

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(2):53–64. doi: 10.1080/15348423.2021.1925463.

### **Social Psychology**

Flaherty, Michael G., and Cosima Rughiniş. 2021. “Online Memes and COVID-19.” *Contexts* 20 (3):40–45. doi: 10.1177/15365042211035338.

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.

### **We Want to Hear From 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@southernsociologicalsociety.org](mailto:tss@southernsociologicalsociety.org) 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 PAPERS

#### The 2023 Catharine Stimpson Prize for Outstanding Feminist Scholarship

The University of Chicago Press and *Signs: Journal of Women in Culture and Society* are pleased to announce the competition for the 2023 Catharine Stimpson Prize for Outstanding Feminist Scholarship. Named in honor of the founding editor of *Signs*, the Catharine Stimpson Prize is designed to recognize excellence and innovation in the work of emerging feminist scholars.

The Catharine Stimpson Prize is awarded biennially to the best paper in an international competition. Leading feminist scholars from around the globe will select the winner. The prizewinning paper will be published in *Signs*, and the author will be provided an honorarium of \$1,000. All papers submitted for the Stimpson Prize will be considered for peer review and possible publication in *Signs*.

**Eligibility:** Feminist scholars in the early years of their careers (fewer than seven years since receipt of the terminal degree) are invited to submit papers for the Stimpson Prize. This includes current graduate students. Papers may be on any topic that falls under the broad rubric of interdisciplinary feminist scholarship. Submissions must be no longer than 10,000 words (including notes and references) and must conform to the guidelines for *Signs* contributors (see <http://signsjournal.org/for-authors/author-guidelines/>).

**Deadline for Submissions: April 1, 2022.**

Please submit papers online at <http://signs.edmgr.com>. Be sure to indicate submission for consideration for the Catharine Stimpson Prize. The honorarium will be awarded upon publication of the prize-winning article.



**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](mailto:jdamours@fsu.edu).

# ANNOUNCEMENTS AND SOCIETY NEWS

## CONFERENCE

### **South Carolina Sociological Association 2022 Annual Meeting**

#### **Theme: “Paying Sociology Forward: Lessons we Want Others to (Un)Learn”**

We invite you to participate in the annual meeting of the South Carolina Sociological Association, **February 25-26, 2022** at the University of South Carolina Upstate, Spartanburg, SC. The theme will be “Paying Sociology Forward: Lessons We Want Others to (Un)Learn.” Join us to reflect on your journey to become a sociologist and the challenge of making it relevant to groups both inside and outside of academia.

Since sociology intersects with numerous disciplines and specialties, the conference welcomes contributors from not just sociology, but also anthropology, business, criminal justice, history, political science, psychology, and other related areas.

With hopes of generating an inclusive and rich discussion, we invite either theoretical or empirical work using quantitative or qualitative methodologies, or a combination thereof. For more information, including guidelines and deadlines for submitting proposals, visit [www.southcarolinasociology.org](http://www.southcarolinasociology.org).

## CALL FOR PAPERS

### *Signs*

#### **Special issue on: Complexities of Care and Caring**

#### **Issue editors: Linda Blum, Martha Albertson Fineman, and Amber Jamilla Musser**

Over the past four decades of feminist scholarship and practice, notions of care and caring, as noun and verb, have had great traction across disciplinary divides, spurring debate while challenging binaries of equality and difference, public and private, the cold hand of the market and the warmth of home, the rational and irrational, and paid and unpaid labor.

We write this call in the height of the COVID-19 pandemic, amid the groundswell of support for #BlackLivesMatter, when indeed the need for renewing such challenges is dramatically clear.

Our needs for care, the reality of our embodied vulnerabilities and interdependence, stand in stark relief against the cruel indifference of neoliberal nation-states and global superpowers, with great gulfs in whose needs for care, whose caring labor, and whose fragility we value. Yet at the same time, notions of care and relationality have traveled far from their critical or radical roots in differing strands of feminism, and it is timely to reassess.

This special issue invites such reassessment across disciplines, broadly questioning and complicating feminist histories, debates, and politics of care and caring. We also welcome submissions exploring and complicating cultural work on representations of care and caring, whether from the arts, media and popular culture, or literature or literary studies.

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# ANNOUNCEMENTS AND SOCIETY NEWS

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The editors invite essays that consider, but are by no means limited to, the following questions:

- What work have concepts of care and caring done in feminist scholarship? And in praxis, for groups, solidarities, and activist orientations? What histories and debates should be revisited or rethought?
- Can care and caring still function as critical or radical concepts? Is care still gendered? Or racialized in differing national contexts?
- Can self-care still be radical? Black feminist Audre Lorde wrote, in her 1988 book *A Burst of Light*, “Caring for myself is not self-indulgence, it is self-preservation and that is an act of political warfare.” But in a neoliberal age, is it hopelessly individualized, domesticated, and commodified? Subject to cultural appropriation?
- Are frameworks of care and caring useful for environmental or interspecies politics?
- How have feminists across disciplines and in conversation with critical race and disability scholars understood the relation (or the entanglement) of care and caring to affect, labor, power, harm, and violence? What are the outer limits of the concept?
- What are the histories and futures of global care chains, of marginalized care workers and their struggles in the context of increased structural inequalities? literature, theater, dance, art, film, and/or popular culture? Are there emergent feminist representations or performances of care?
- What is the relation of feminist scholarship on care and caring to law, economics, and philosophy? To notions of autonomy and rights? To theories of the state?
- Can we have caring technologies? Do technologies facilitate caring or further commodification, individualization, and surveillance?

*Signs* particularly encourages transdisciplinary and transnational essays that address substantive feminist questions, debates, and controversies without employing disciplinary or academic jargon. We seek essays that are passionate, strongly argued, and willing to take risks. The deadline for submissions is **December 15, 2021**. Please submit full manuscripts electronically through *Signs*' Editorial Manager system at <http://signs.edmgr.com>. Manuscripts must conform to the guidelines for submission available at <http://signsjournal.org/for-authors/author-guidelines/>.



# ANNOUNCEMENTS AND SOCIETY NEWS

## CALL FOR PAPERS

### *Social Psychology Quarterly (SPQ)*

#### **Special issue on: Race, Racism, and Discrimination**

**Issue editors: Corey D. Fields, Verna M. Keith, and Justine Tinkler**

In 2003, SPQ published a special issue edited by Dr. Lawrence Bobo on the social psychology of race, racism, and discrimination. We are organizing a 20th anniversary special issue on the same topic to appear in 2023. This special issue calls for article-length and research note-length papers that seek to understand the social psychological processes that shape and are shaped by racialized social structures. We understand race to be a social construction and are open to papers that conceive of race as an independent or dependent variable.

We invite empirical articles that employ quantitative and/or qualitative methods as well as theoretical articles that make important contributions to social psychological knowledge. Data collection may be conducted in the field, online, or in the laboratory, and investigations can occur at one or multiple levels of analysis. We are particularly interested in research that includes groups that have been historically underrepresented in research on race and racism (e.g., indigenous populations) and that examines social psychological processes in racialized institutions like the family, criminal justice system, education system, and in healthcare. The social psychology of race, racism, and discrimination includes but is not limited to the following topics:

- Discrimination and bias
- Identity
- Intergroup relations
- Social cognition
- Implicit and explicit racial attitudes
- Power and status
- Social networks and social capital
- Intersectionality
- Processes underlying health disparities
- Health and well-being
- Emotions
- Interaction
- Trust and social cohesion
- Collective action

Manuscripts should be submitted at <http://mc.manuscriptcentral.com/spq> by **January 15, 2022**. See "[Submission Guidelines](#)" for the submission requirements for full length articles and research notes. Please indicate in a cover letter that the paper is to be considered for the special issue on "Race, Racism, and Discrimination."

For more information on the special issue, please feel free to contact our editorial office ([soecpsyq@uga.edu](mailto:soecpsyq@uga.edu)) or the special issue editors, Corey D. Fields ([cdf46@georgetown.edu](mailto:cdf46@georgetown.edu)), Verna M. Keith ([vmkeith@uab.edu](mailto:vmkeith@uab.edu)), and Justine Tinkler ([jtinkler@uga.edu](mailto:jtinkler@uga.edu)).

# ANNOUNCEMENTS AND SOCIETY NEWS

## CALL FOR PAPERS

### *Gender & Society*

#### **Special issue on: Race, Gender and Violence in the U.S.**

#### **Issue editors: Pallavi Banerjee, Maria Cecilia Hwang, and Rhacel Parreñas**

This special issue on “Race, Gender, and Violence in the U.S.” seeks to return to the scholarly origins of “intersectionality,” a concept introduced 30 years ago by Kimberly Crenshaw to understand acts of violence against women of color.

Focusing on this still pressing issue, one magnified by the recent targeted murders of Asian women in Atlanta, police killings of Black women, murdered and missing Indigenous women, and femicides near the Southern border of the U.S., this special issue welcomes works that offer theoretically informed and substantive empirical accounts of embodied, legal, and political economic violence against women and nonbinary persons of color.

By embodied violence, we refer to injuries to the body including violent representations, intimate partner violence, and violent state disciplining. By legal violence, we underscore state criminalization and dehumanization of women and nonbinary persons in communities of color with an emphasis on the oppressive gendered and racialized immigration regime and the criminal justice system. Lastly, by political economic violence, we focus on masculine authority structures, poverty, labor precarity, and workplace hazards.

This special issue is not on intersectionality as a theory or method but instead on intersectional violence, or violence resulting from the interlocking oppressions of gender, race, class and sexuality.

We seek submissions that address a wide range of gendered racialized violences, including but not limited to missing and murdered women of color, transgender women and Indigenous women; forced border and carceral separation of families; intimate partner violence; rape and sexual assault; forced sterilization; policing of women of color and immigrant women; religious intolerance; racialized sexual harassment; labor precarity; evictions and homelessness; poverty; maternal and infant health; impacts of disasters and pandemics; environmental and climate issues; and assaults in public spaces.

*All papers must make both a theoretical and empirical contribution to the study of gender.*

Manuscripts may be submitted at any time but must be submitted by **January 15, 2022** online to <http://mc.manuscriptcentral.com/gendsoc> and should specify in the cover letter that the paper is to be considered for the special issue.

For additional information, please contact the Corresponding Special Issue Editor, Rhacel Salazar Parreñas, at [parrenas@usc.edu](mailto:parrenas@usc.edu).

# ANNOUNCEMENTS AND SOCIETY NEWS

## CALL FOR PAPERS

### Special Issue of *Teaching Sociology*

#### Teaching Sociology by, for, and about First-Generation and Working-Class Persons

**Guest Editors: Bob Francis, Colby King, Marisela Martinez-Cola, Mary Scherer,  
and Myron T. Strong**

Responding to the work of the ASA's Task Force on First-Generation and Working-Class Persons in Sociology, for this special issue *Teaching Sociology* seeks conversation essays, teaching notes original articles, and book, film, and podcast reviews focused on teaching sociology by, for, and about people from FGWC backgrounds.

Specifically, we request submissions that address FGWC issues in three particular areas: student support, course content, and faculty experiences.

With our team of co-editors from a variety of FGWC backgrounds, we recognize that people from FGWC backgrounds enrich and strengthen our courses, the discipline of sociology, and our educational institutions. We encourage individuals who represent the full breadth and diversity of intersectional identities to propose contributions, and are also particularly interested in contributions from educators who teach at regional comprehensive universities, community colleges, and other broad-access and/or teaching-intensive institutions.

Initial abstract submissions due **February 1, 2022**.

All submissions for and questions about this special issue should be sent to the guest editors at their shared email address, [tsfgwc@gmail.com](mailto:tsfgwc@gmail.com).

The Southern Sociological Society (SSS) is a non-profit organization that seeks to promote the development of sociology as a profession and scientific discipline by the maintenance of high academic professional and ethical standards and by encouraging:

- (a) effective teaching of sociology;
- (b) valid and reliable methods of research in the study of human society;
- (c) diffusion of sociological knowledge and its application to societal problems;
- (d) cooperation with related disciplines and groups;
- (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.

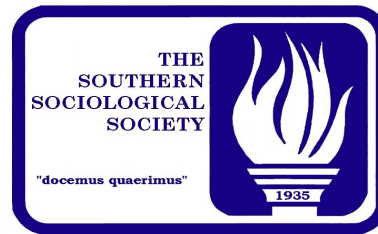
Membership classes and annual dues are as follows:

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:

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**THE SOUTHERN SOCIOLOGIST**

Nadya Vera, Co-editor  
 PhD Student  
 University of Tennessee

James N. Maples, PhD, Co-editor  
 Associate Professor of Sociology  
 Eastern Kentucky University

*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, we 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 [tss@southernsociologicalsociety.org](mailto:tss@southernsociologicalsociety.org) by the publication deadlines below.

The co-editors 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

