

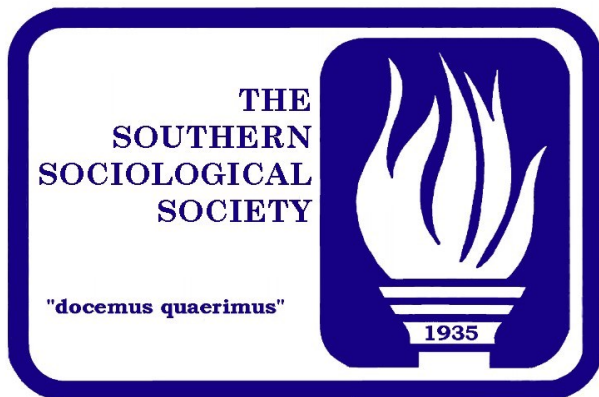
The Southern Sociologist

The Newsletter of the Southern Sociological Society

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From Society President Dr. Stephanie Bohon

As we prepare for the Birmingham meetings in April, you might be asking *Is this a good idea?* Recently SWS announced a last-minute cancellation of their January meeting and at the time of this writing new COVID-19 cases were double what they were a year ago. So, my honest answer to the question is *I don't know*.

A major challenge for all of us since early 2020 is figuring out how to continue to do what we do while keeping everyone as safe as possible. We have had to determine how to teach our students, how to continue our field research, how to work in collaborative teams, and how to maintain professional community in ways that cannot completely guarantee safety but hit the middle ground between what is both maximally safe and functional.

In many ways, we have had to confront our own hubris and privilege. In most developing countries, people spend every day navigating environments that constantly pose life-threatening dangers. Suddenly, we've joined most of the world in facing a day-to-day reality that is not very safe.

Moreover, it is no longer reasonable to hole up and wait for COVID-19 to be over. Chances are that it will be with us forever. It will likely become less virulent over time, and we will build immunities to it while we also develop better vaccines and better treatments. But all of that will take years.

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From Society President Dr. Stephanie Bohon, continued

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Stephanie Bohon, PhD

In the meantime, we must move on.

So COVID-19 forced the leadership of SSS to think more fully was *why* people become members of professional societies, including ours. Back in the day, professional society membership was largely about gaining access to journals. These days, professional society membership is a ticket to access the cutting edge of research and the network of scholars that produces it.

Although a virtual meeting allows people to present research and to see others' research presentations, it does not allow us to interact with other scholars in truly important (and largely informal) ways. These interactions are how we build research collaborations, meet people who will review us for tenure and promotion, and give us access to jobs.

Ultimately, we decided it was important to have a face-to-face meeting to provide the access that our members need. However, it is equally important that we do this as safely as we can. Birmingham is a vibrant and beautiful city; however, like many majority-Black cities, it was hit harder by Covid-19 than some other spaces. Many of the local restaurants and businesses are just reopening, and they are struggling to staff their operations. Despite this, everyone we encountered was optimistic and happy to be back at work, we had great service, and we are optimistic that everything will be running smoothly come April. In some ways, coming to Birmingham seemed a little reminiscent of our return to New Orleans after Katrina, and it makes me feel good to know that our meeting will be a boon to the local Birmingham people.

The Site Visit team had the opportunity to walk through our meeting spaces to get a good sense of how safely we could hold the meetings. The 2022 meeting space will be more spread out than we're used to, as the conference space is between two hotels (both under contract for SSS room nights). This is very good for us, as it allows us to more easily socially distance and for more people to safely meet in the same space. At the same time, there will be more walking. I am officially declaring SSS 2022 the Comfortable Shoes meeting, and you all have my permission (which you do not need) to wear comfortable clothing to match.

Our members always rise to the occasion, and at least some of you will be happy to get all those extra steps on your wearable devices. Everyone will be required to be vaccinated, and we expect everyone to wear masks (properly).

Several of you have sent me messages expressing your excitement about a return to face-to-face meetings. At the same time, I know that this decision is not good for everyone. I regret that we cannot find an affordable way to conduct a hybrid meeting, but the Executive Committee will continue to think about ways that we can innovate. Ultimately, this was a hard decision, and I hope that it is the right one. I do know that I look forward to seeing many of you in April.

Stephanie Bohon, PhD
University of Tennessee
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Letter from Coeditor Nadya Vera:

Dear SSS Members,

Like so many of you, I am cautiously optimistic about an eventual “improvement” to our new normal due to COVID-19. A close friend of mine lost an immediate family member who lived in Venezuela to the virus, not because they refused the vaccine, but because it was not available to them. Another dear friend lost 12 family members of all ages in a two-month period.

Again, this dozen did not “choose” to not vaccinate, instead they lacked access in Peru. As I think about the lives lost due to COVID-19, I hope that our profession will continue to shed light on the mechanisms of injustice and join others in finding real solutions to social problems.

This edition of TSS contains a fascinating column written by James Hougland and Ruth Bryan of the University of Kentucky in which they use the Society’s archives to discern what it was like to plan our last Annual Meeting held in Birmingham in 1937. The Grad Corner, as usual, provides great advice and helpful resources.

As I mentioned in a previous letter, I was not introduced to the field of sociology until I was in my 30s and had already earned one master’s degree. After I read Dr. Burley’s piece in the Teaching Corner I found myself wondering how my career path would have been different if I had been exposed to a class like his while I was pursuing my undergraduate degree.

As we approach a new semester, I wish all of you the very best in terms of clarity of mind and fueling of your academic passion in pursuit of a more just society.

Nadya Vera
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Nadya Vera



Letter from Coeditor James N. Maples:



TSS Coeditor James Maples canoes with Josie Maples, his daughter.

We're getting a lovely round of snow today here in Eastern Kentucky, so I'm working beside the fireplace instead of my cold office.

It has been a true honor to serve as the editor of *The Southern Sociologist* since 2016. It is hard to believe I've now been with *Southern* for roughly 15 years now. I still vividly remember my first meeting and seeing so many new faces who are now dear friends and colleagues. I'm truly blessed to have these experiences and I'll always be grateful to the Society for what it has done in my life.

Reflecting on the importance of service in my life, I feel that this year would be the right time for me to step down as TSS editor. I am taking on a new, time-intensive administrative role starting this semester in leading Eastern Kentucky University's [Division for Regional Economic Assessment and Modeling](#). Amid this

change in my life, I want to make sure that TSS remains a thriving and important part of the Society's history. As such, we'll have more to announce about this in the near future.

Transitioning over to another hat I'm wearing this semester (alongside my academic sibling [Carmel Price](#)), I'm very excited about the upcoming SSS 2022 conference! Carmel and I have diligently worked to create an excellent program using over 500 papers and presentations submitted by our members for review. We presently have around 180 sessions in the preliminary program which will be coming out in January. Feel welcome to reach out to me should you have questions in the meantime.

As always, I am deeply appreciative to our TSS team, particularly my extraordinary coeditor, Nadya Vera. I suspect this edition of TSS is one of our best in recent history and I look forward to what TSS can do as I transition out of this role.

James N. Maples, PhD
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SSS 2022 | BIRMINGHAM, ALABAMA

April 6-April 9, 2022

We are so excited to host SSS in Birmingham! In 2017 Zagat listed Birmingham as one of the most exciting food cities in the country, which gives us f city credentials.

We suggest that you start your restaurant research now, and we will have suggestions for you closer to the meeting.

We're putting together great ideas for things to do in the area, but for now you might want to plan a visit to the Vulcan Park and Museum for a splendid view and background to understanding Birmingham's roots in iron and steel.

If you can spend a bit more time in town, you should consider visiting the Birmingham Civil Rights Institute, Sloss Furnace, the Botanical Garden (free), the Birmingham Negro Southern League Museum, the zoo, or even the Barber Motorsports Museum. Please note that you would need a car to get to most of these places.

If you want to add on an entire day, we recommend The Equal Justice Initiative Museum and Memorial in Montgomery. Please note that this would be a day trip consisting of a 90-minute drive to Montgomery along with an indoor museum and outdoor memorial (EJI locations are connected by shuttle bus).

We can't wait to see you all.

Verna Keith and Patricia Drentea
SSS 2022 Local Arrangements Cochairs

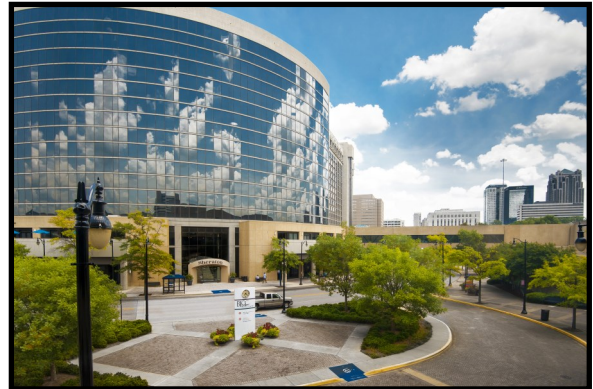


Image courtesy of the Greater Birmingham Convention & Visitors Bureau.



Image courtesy of the Greater Birmingham Convention & Visitors Bureau.

History in Perspective: Birmingham, Alabama

Birmingham in 1937: A Test for a New Organization

By James Hougland and Ruth Bryan
University of Kentucky



The Southern Sociological Society's 2022 Annual Meeting in Birmingham will not be its first. In 1937, SSS held its second meeting in Birmingham. It was not an easy meeting to plan. SSS had already established a policy of including Black sociologists in its membership and its annual meetings. To the best of our knowledge, it was at that time the only scholarly society in the southeastern United States to welcome Black participation.

Despite their inclusive position, actions taken by some leaders in preparation for the Birmingham meeting created significant challenges for the organization. Our review of archival materials suggests that the Society's early leaders had inconsistent personal attitudes about race and may not have understood the strength of segregationist sentiment in Birmingham. Moreover, they probably exacerbated the difficulties of planning an inclusive meeting by appointing a Committee on Local Arrangements whose membership (all white until the meeting was imminent) lacked a complete understanding of Birmingham. In general, the combination of Alabama's laws and customs, combined with the limitations inherent in SSS leaders' perspectives as white southerners, created challenges that a weaker organization may have been unable to survive.

ATLANTA AS A PRECURSOR TO THE BIRMINGHAM MEETING

SSS's first meeting, held in 1936 under the leadership of President E.T. Krueger (Vanderbilt University) at the Atlanta Biltmore, included Black as well as white participants. With the important exception that they could not rent guest rooms at the Biltmore, Black attendees were full participants in the meeting. In an advance letter to other SSS leaders, Krueger noted the following:

Aside from room privileges, negro delegates are welcome to all private conference rooms and to all private arrangements for the annual dinner and Saturday luncheon. The bell hops and waiters are all negroes which will make for peaceful handling of the problem. . . . Thus while the local political situation is touchy on the negro question, I believe we can go calmly forward. . . .

The meeting's quality of discourse on problems confronting the South drew praise from American Sociological Society representative Robert E. Park, who noted that "[a]ll of the papers were written. . . by men with a wide and real acquaintance with the problems they discussed. . . ."

PLANNING THE BIRMINGHAM MEETING

As the Atlanta meeting ended, E.T. Krueger was succeeded by Wilson Gee (University of Virginia). In one of his first acts in the role, he accepted (with the concurrence of the Executive Committee) an invitation from Birmingham-Southern College to hold the 1937 Annual Meeting in Birmingham, AL. The college president had suggested a sociology faculty

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History in Perspective: Birmingham, Alabama

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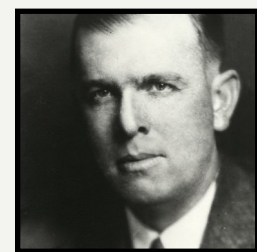
member to chair the Committee on Local Arrangements. However, Gee instead appointed E.W. Gregory Jr., a member of the SSS Executive Committee and a professor at the University of Alabama (about 60 miles from Birmingham). In his letter to appoint Gregory dated May 1, 1936, President Gee revealed some disagreement with his predecessor's policies regarding racial inclusion:

As a good Southerner [sic], I find myself thoroughly sympathetic in my attitude toward the saner aspirations of the Negro race. Quite frankly, however, I am distinctly afraid of the complications of some of the ultra liberal policies which we have embarked upon with regard to them In my judgment, we have embarked upon a policy which is likely to have us designated as crusaders for social equality and if we are not cautious along those lines we may seriously damage the reputation of our Society and also do little to promote a sane progress toward a more just status for the Negro in the South. Hence I shall not be greatly worried if the management of the Birmingham hotel says that it cannot permit Negroes to eat at the same tables as whites, or even in the same dining room with them. In fact, I don't know but what there might be some advantage in having the management of the Birmingham hotel set down these restrictions. I know you will agree with me that there is dynamite in some things that we have been doing.

The Committee on Local Arrangements chose the Tutwiler Hotel, whose representative, R. Burt Orndorff (also President of the Birmingham Chamber of Commerce), seemed happy to honor Gee's wishes. The hotel's policy was that Black members could attend meetings, but were not allowed to use lobbies, lounge rooms, or passenger elevators. In a letter to Gregory dated October 15, 1936, Orndorff spelled out the hotel's practices regarding meal service:

It is quite all right for the Negroes to attend the meetings (seated in a separate group), but we do not serve meals to them. They may be seated (away from the table) while the banquet is going on and thus hear, or take part in the program . . . The negroes do not expect service and take to the situation quite nicely.

Two brief notes in reports from the Committee on Local Arrangements point to factors that probably reinforced Orndorff's position. In the May 1936 report, Gregory noted that, unlike the Atlanta Biltmore, major Birmingham hotels "use white bell-hops and white waiters." The February 1937 report shared that the hotel's management had been visited by "a group of representative citizens" who shared their view that allowing "Negroes [to] attend ... a dinner" at the hotel would be "quite unwise."



Wilson Gee

In a letter dated July 25, 1936, former President Krueger reiterated his more inclusive position in a letter to President Gee:

It seems fairly certain that the Society will encounter local differences from year to year with regard to Negro participation. I am strongly for a policy of general opportunity for participation of negro sociologists in the Society. Any other position is untenable and the trend of things is in that direction. Unfortunately, the other social science organizations lack insight and courage at this point and our Society is forced to appear unusual.

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E.W. Gregory Jr.

Krueger suggested that Gee contact Charles S. Johnson, a prominent sociologist at Fisk University, to enlist his help in preparing “the negro group for the limitations of the Birmingham meeting.” As of October 1 Gee had not yet contacted Johnson. He was not alone in his reluctance to contact Black members of the Society. On October 7 Gregory wrote to Gee sharing that the organization of the Committee on Local Arrangements was almost complete, but it “. . . [had] not yet decided about placing a Negro on the Committee.”



Charles S. Johnson

On January 2, 1937 (about three months before the Annual Meeting), two Black members were added to the Local Arrangements Committee. The first was W.A. Bell, President of Miles Memorial College (now Miles College) in Birmingham, who was recommended by President Snavely of Birmingham-Southern College and regarded as “a very intelligent man.” The second Black Committee member was Monroe N. Work of Tuskegee Institute, which was about 130 miles from Birmingham.

Black members were probably needed as the Committee on Local Arrangements tackled three problems stemming from the hotel’s policies: (1) overnight accommodations for Black members, (2) access to meeting rooms in view of the hotel’s prohibitions on their use of the lobby and elevators, (3) responding to the hotel’s refusal to serve Black people at banquets.

Overnight Accommodations

Like the Atlanta Biltmore, the Tutwiler Hotel did not allow Black attendees to rent guest rooms for overnight stays. Atlanta’s Local Arrangements Committee included Black members who were instrumental in arranging for Atlanta University (now known as Clark Atlanta University) to offer room and meal facilities to “Negro delegates.” The Birmingham Committee on Local Arrangements did not include Black members until rather late, and it appears that overnight accommodations for non-white members was something of an afterthought.

Gregory reported on February 9, 1937, that an earlier idea to provide a listing of “Negro hotels” had been abandoned: “No one knew much about them or could find out very much. In this connection, Dr. Bell recommended that the Negro hotels be disregarded; he agreed to get a list of Negro homes that would be willing to have the Negro members as guests.” We were unable to locate a report on the success of this effort, but it is likely that Bell’s position as college president allowed him to find faculty or staff members who would provide accommodations.

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Access to Meeting Rooms

The hotel had proposed the use of the lobby for registration and a large meeting room requiring the use of elevators for some sessions. On February 15, 1937, Gregory reported that he “opposed this plan because of our Negro members.” The hotel agreed to provide registration space and a large meeting room just off the lobby and a second meeting room on the Mezzanine level. By accepting these rooms, the Society lost the use of a larger room with a raised platform, but Gregory said, “I have been trying in every way to meet the problem presented by our Negro members since it is going to be difficult enough as it is.” On February 18, Gee said in a letter to Gregory that the information on rooms would allow him to proceed with printing the program as soon as a majority of the Executive Committee agreed with his proposal to cancel the banquet.

Banquet

Decisions about whether the meeting should include a banquet proved very difficult. A February 15 report from Gregory to Gee indicates that Bell assisted the Committee in understanding the probable reactions of Black members to being excluded from banquets. He expressed the opinion that “some of them would not make a point of the matter and would come in for the program but that others would hesitate to come into a room for a program knowing that the white members of the Society had had a banquet.” After some discussion, the committee decided that they had no authority to cancel the banquet and proceeded to work with hotel management to develop a menu (estimated cost per dinner: \$1.50). Gregory reported to Gee that “I expressed the opinion that it would be quite unwise for us to attempt to urge the Tutwiler Hotel to abandon a policy that the management had explained was dictated by public sentiment in Birmingham. The Society does not want to assume the role of a crusading organization.”

Ultimately, the decision about whether to have sessions tied to banquets rested with Gee and the Executive Committee. Gee had made his earlier opinion clear in a July 11, 1936, letter to Gregory:

I talked with Krueger and he agreed that the regulations of the Hotel Tutwiler with regard to Negro attendance were what we will have to expect in most cities in the South. Consequently, I would not think that the ruling justified changing the meeting place from Birmingham . . . Odum’s judgment was in general agreement but he felt that it would be better not to have any meetings staged in connection with meals. I do not know that that is practicable.

Upon reading Gregory’s February 15 report, Gee changed his position and asked the Executive Committee for approval to cancel the annual dinner. Apparently abandoning his position from May 1, 1936, Gee explained the following in a letter to Gregory (dated February 18, 1937):

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History in Perspective: Birmingham, Alabama

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My general thesis in this connection is that none of white Southerners would offend any negro knowingly and unnecessarily. For both the present meeting and as an indication of what is likely wise future policy, I think to eliminate the annual dinner is the only wise thing to do. The other Southern societies avoided such situations at the beginning by not including negro members. This the Southern Sociological Society has not chosen to do and we have to meet the situation as it is.

Members of the Executive Committee approved the decision, but not without reservations. Despite his consistent stance in favor of racial diversity, former President Krueger struck a particularly sour note:

Unless our negro members are willing to accept such situations, we can do little other than eliminate the situation. I had hoped that the negro members would by voluntary action under leadership gracefully drop out as far as the dinner is concerned and say to us, "Go ahead with the dinner, the time may come when hotels will be less restrictive, and we may now and then, in various years, be able to join in the dinner as we did last year." This may be just too much to hope for, but it is fairly sound, if they but knew it and were willing to be realistic I do wish . . . that we might get our negro members to realize that they have everything to gain by not side-tracking the dinner.

Charles S. Johnson, the sole Black member of the Executive Committee, sounded a contrasting note by drawing upon the Society's founding principles:

The Negro members, including myself, I am sure, are sensitive to the disarrangement of the normal plans of the Society on their account and, I believe, have no desire to demand sacrifices of a majority of their fellow members. At the same time, I cannot escape the feeling that there would be a deep injury to the morale of the entire group and to the Negro members' sense of participation in the proceedings of the Society if it was decided to sacrifice, in these circumstances, their attendance, in its uninhibited policy regarding Negro membership, the Society overcame in its first year one of the important handicaps in the development of sociology in the South. This, I think, was not simply a matter of including Negro sociologists in the organization, but the fact that such inclusion made possible greater freedom, intellectual honesty, and emotional detachment in dealing with the complex aspects of social life in the South. Under these circumstances, I find myself in accord with your judgment that the best procedure is to eliminate the annual dinner, as well as the luncheon, as a feature of the program.

Both the luncheon and the dinner were eliminated in 1937. In later years, banquets have been held on some special occasions, but they have not been regular Annual Meeting features.

CONCLUDING THOUGHTS

The Importance of Maintaining Archives. As we attempt to develop an admittedly imperfect understanding of the events of the 1930s, we must rely on documents and artifacts that people created during their lifetimes and left for us to examine. We are fortunate that the early records of the Southern Sociological Society have been kept and preserved in the University of Kentucky Special Collections so that we can develop some understanding of

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History in Perspective: Birmingham, Alabama

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the challenges the Society's first leaders encountered with respect to equal membership for Black and white sociologists. We can use these archival records as an opportunity to reflect on how far as a Society and a region we have come in racial equality since the late 1930s, but also how much farther we need to go.

Birmingham and the Future Development of SSS. The Southern Sociological Society was unique among southeastern scholarly societies in its commitment to racial inclusiveness. That policy was championed (with some inconsistency) by its first President, but it was not firmly institutionalized when the Society decided to hold its second annual meeting in the strongly segregationist state of Alabama.

In reading archival materials, one senses that some of the Society's leaders did not fully understand the situation that they would face in Birmingham, and they were sometimes at a disadvantage in dealing with the local situation because of a local arrangements committee that lacked a consistent understanding of the local community and a president who defined himself as a "good southerner."

Despite these disadvantages, the Society managed to produce a meeting that was tolerable (if not ideal) for its diverse membership. Because some disastrous mistakes were avoided, the stage was set for the ongoing development of a Society with a capacity for "freedom, intellectual honesty, and [to some extent] emotional detachment."

At the same time, it is impossible to avoid noting that SSS has steered clear of meetings in Birmingham (and anywhere else in Alabama) until 2022. Eighty-five years later, it might be time for another try!

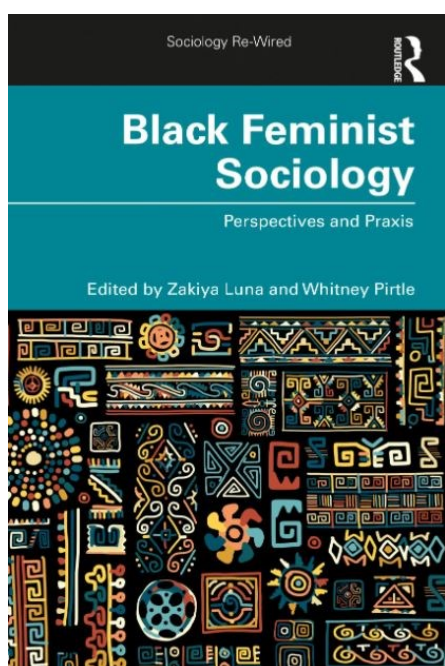
What will the records and execution of this meeting reveal to our future selves about racial equality in the South and in SSS in another 85 years? Hopefully, today's documents will also be preserved so that we can find out.

ⁱThis article is based on material in the Archives of the Southern Sociological Society, housed in Special Collections of the University of Kentucky. It draws in part on posters created by Hougland (Professor Emeritus of Sociology and SSS Archivist at the time the posters were created) and Bryan (University of Kentucky Archivist) for the 2017 Annual Meeting of SSS. The full set of posters is available for review at https://uknowledge.uky.edu/libraries_present/165.

ⁱⁱWe have retained all language and punctuation written by the authors of the documents used as sources for this article.

SOCIOLOGICAL IMPACT

TSS Student Editor Ashley Stone is launching our new section with her interview of Dr. Zakiya Luna and Tashelle Wright in which they discuss *Black Feminist Sociology*. As co-editor and editorial assistant, respectively, they address the process of developing the edited volume, its impact on sociology, and the importance of acknowledging Black women's epistemologies.



AS: The book has already received so much acclaim! I am interested to hear more about exercising Black feminist principles in the process of developing this book.

ZL: Yes, absolutely. That was one of the goals. For us in developing this volume was to engage in a process that we felt reflected Black feminist values of building community and resource sharing. And, of course, there's a lot of different ways to do edited volumes. And I think we didn't realize when we started out but, it has been one of the most important parts of creating this volume—actually devel-

oping our relationships as a team, developing some level of community with our authors, and trying to also forge connections between the different authors themselves throughout the process. I think it's an important time to be thinking about this as there's more and more questioning of not just that broad academic enterprise, but more specifically publishing, and whose voices are heard and whose voices are not heard. So, what we decided to do was invite a few more established scholars to contribute some items. And then for the rest, do an open call, and try to use our different networks. And I think it's, yes, you get some more established folks like Pat Hill Collins or Mignon Moore, you know, talking about their work in relation to Black feminist sociology, but then you also get really new folks. Folks who at the time were graduate students and still are or in some cases were graduate students and now are faculty. It was really important that we be creative and experiment with shifting the publication process and shifting the sort of power process to some degree, and it worked well from the feedback we've gotten from various folks.

AS: The first part of the book is focused on the legacies of Black women's scholarship and epistemologies. Why do you believe it is important to revisit these legacies right now?

ZL: That conversation has been really exciting to see develop over the past few years. Rethinking the canon is one, as multiple folks have demonstrated . . . or there's actually work happening in other fields around say, Weber, and, you know, his engagements with Black scholars at the time . . . these [Black scholars] were actually engaging with the multiple sorts of theorists who ended up being held up as like, the founders of the field, but they just weren't being acknowledged for engagement

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SOCIOLOGICAL IMPACT

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. . . think that that's important because it's not as if they weren't around. People have done work excavating, showing like, oh, look, there were letters between these folks. So clearly, people were influencing each other, but only one direction of influence is being talked about. And then people say, oh, we need to develop theory like they did, except you're not really fully able to develop theory like they did because they were actually in conversation with some other folks, folks of color. And I think that that's complicated because it gets at the fact of like, who gets to claim credit for theories. But I think part of what's happening is people are saying like, no, we are here, and we can see, for example, the work of Black feminist sociologists, and I'll say this, specifically Black women, right, being taken up in a lot of different fields, in so many fields, and being heralded as even geniuses in some cases, but other people getting the credit for it. I think part of the difference is that now, like, information and access to that are so much more widespread . . . and people can more easily sort of track the disconnects because they're happening in real time. There are more ways for people to say that's not okay, push back and create their own sort of collective ventures that build power, that empower, and then gain power. So, I think that's part of why it's resonating so much right now, with so many folks, and why it will continue to resonate.

AS: How do you both see the book transforming how we do sociology regarding teaching and research?

TW: One thing that I can add to how it produces knowledge is that, although it's focused on Black feminist sociology, the chapters talk about different aspects of Black feminist sociology in a way that I believe translates across

fields and across disciplines that I think is really important. And I think that one of the unique aspects of this book is for those who are saying, oh, there's nothing on [this topic], they're going to find it, and not only going to find it but there's the book as a whole that showcases amazing aspects of research. It may just be chapter-specific, that people can incorporate in their syllabi or in the sort of research that they do. I think that this volume seeks to just continue to engage and transform the way that we think about our research, teaching, and knowledge production in various ways not only from an academic lens but also trying to do public Black feminist sociology. So how do we get this to folks who maybe aren't in academia?

ZL: It's been really exciting, and I would encourage anyone who wants to create volumes to have some people who are differently positioned not just in the field, who are asking other types of questions, which, you know, it was important to have that so that we can also think about like ways to push ourselves and the work that we're doing. But I think, you know, we all have spaces of influence, and this is not restricted to the academy, right? People are doing this work every day in so many spaces. Think about the many different ways you're seeing folks doing the work of Black feminist sociology, not just in the classroom, not just in academic talks, but with folks who you're partnering with, with research, right? There are many things that we need to learn from other folks. And if we just listen, we'll be able to actually hear them.

TSS

Welcome to the Grad Office

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

By Tyler Bruefach and Rachel Sparkman

Never-Ending Story: Time Management and Organization

Hello! Welcome to the *Grad Office*, back again to ease you through the academic year. In our last column, we discussed how to be efficient with coursework and research with our newest motto: [Reduce, Reuse, Recycle](#). We explored strategies to *reduce* your workload, *reuse* previous intellectual labor to write papers more effectively, and *recycle* old research ideas into new and exciting projects. For this column, we wanted to return to “basics” (so to speak) to talk about time management and organization—something that never stops being crucial in your journey through graduate school and beyond. From the time you start graduate school until you finish, each semester presents new challenges, such as adapting to new schedules and taking on new responsibilities. As soon as you get into the groove of one semester, it changes to the next! Even more recently, your well-established work-from-home routines need adjustments, as most universities are going back to an in-person schedule. Sometimes it feels never-ending, so figuring out what works best early on can ease some of your troubles.

If you are new to graduate school—congratulations, you’ve made it! By the time you are reading this, and if you are lucky, you have been figuring out your preferred methods for juggling all the new responsibilities that graduate students take on. For those not as lucky, you are experiencing completely normal growing pains. As you become familiar with your new and growing demands (coursework, teaching and/or research assistantships, personal research), try to prioritize by due dates or importance, instead of giving them all equal weight. Identifying large goals for yourself is also helpful at this stage. Likewise, do not forget about making time for your personal lives. Make time for your friends, family, significant others, and to bond with your cohort. Above all else, do not neglect your mental health as you settle into your routines. We have talked about this more in-depth in previous columns, such as focusing on your [mental health during COVID-19](#) and facing [burnout](#).

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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.

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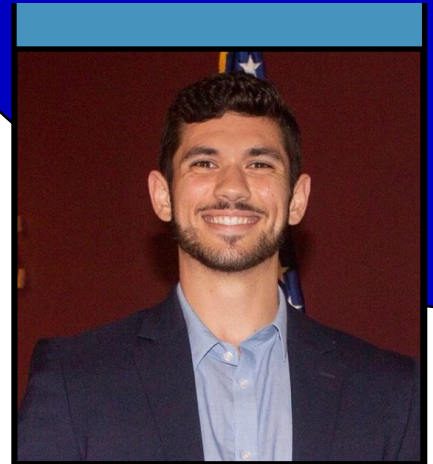
As Dr. Jessica Calarco writes in “A Field Guide to Grad School: Uncovering the Hidden Curriculum,” being a graduate student can feel like wearing a collection of “hats.” Each hat defines what kinds of work you’re doing, such as coursework, research, teaching, service to the discipline, outside employment, etc. Based on our own experience and in speaking with other students and faculty members, it becomes increasingly necessary to choose which of those hats to wear when, as one progresses through their program. For example, I often spend certain days of the week wearing only my research hat, and others wearing teaching and administrative hats. Switching on and off from research to other tasks is too distracting to me, so I’ve found that I prefer to split my work this way. To maintain your momentum in the PhD, it’s important to start at this high level of organization and work your way down to lower levels. Doing so helps you set better long and short-term goals, while helping you meet them more consistently!

In grad school, it can feel like many long-term goals and metrics for success are already laid out; finish coursework, teach a course, complete qualifying papers/exams, finish the dissertation, get a PhD, and then a job. Don’t they seem overwhelming when said this way? That is why it’s important to do the following: (1) identify which hats they belong to, and (2) break down these goals into progressively smaller ones.

Those who want to land applied jobs do not need to prioritize their teaching hats as much as they do their analytic skills and outside experience hats, and vice-versa. Thus, the high-level goals of “teaching your own course” and “publishing your first research article” should be weighed according to how you prioritize your hats. Once you’ve figured out which ones are most important, you should break down these goals into smaller ones. Teaching a course can be broken down into meso-level tasks, like requesting a head instructor position the following semester, outlining a syllabus, and creating individual modules. Each of these tasks can be further broken down to help you direct your weekly and daily schedule. This thought process can help you decide which aspects of graduate school are more important to you, and therefore stay on top of your long-term goals!

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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.

Welcome to the Grad Office

(Continued from page 15)

This is a lot of high-level talk. We also have a few practical tips to work on time management and to stay organized. First, and possibly the most boring tip, is to use some sort of planner to organize all your responsibilities. Personally, we both use physical planners and digital calendars (Google calendar, phone alerts, etc.) to stay organized. Identify which methods work best for you and will hold you accountable to deadlines. Next, identify *when* you work best. If you are a morning person, plan on writing or getting that data analysis done when you are feeling most productive! Work on activities requiring less cognitive effort during your less productive timeslots, such as catching up on course readings and answering emails. Lastly, go beyond your planner to think about how you can gain sources of accountability from your academic *team members*. These could be people you work well with in your cohort and your program, in addition to any advisors or mentors you've identified in your department and beyond. Building your team at this early stage will help keep you on track, as well as build academic relationships.

If you'd like to learn more about time management and organization, one resource we've found useful is the [National Center for Faculty Development and Diversity \(NCFDD\)](#). This resource is provided by many universities to students and faculty (you can sign in via your institutional info) and provides an abundance of information about academia! Many modules/curriculums are dedicated to graduate students, so check it out. Sites like NCFDD are meant to help people learn more about the latent, yet important aspects of grad school that encourage persistence and success.

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

Dr. David Burley is an Associate Professor of Environmental Sociology at Southeastern Louisiana University. His interests include food systems and food justice; environmental sociology, sustainable environments and economies; place attachment; and the social construction of race.

Related to his piece below, Dr. Burley recently published a piece on ASA's *Contexts* blog titled, "[This is Our Time! Training Students to Fight Climate Change.](#)"

Experiencing Environmental Sociology in Zion National Park

I teach many classes in environmental sociology and they are all steeped in the belief that we, as sociologists, *must* train students to work in the environmental field. As the need to address the climate crisis becomes more immediate, I see this almost as a moral imperative. Just as the discipline of engineering has trained students for generations to advance the goals of the oil and gas industry, it is time for us to train students to help communities adapt to and help the world stave off the worst effects of climate change. However, it is my eight-day environmental sociology travel study trips in Zion National Park (NP) during the summers of 2018 and 2019 that I wish to highlight here and that I expand upon in a full length article submitted to *Teaching Sociology* in the fall of 2021. The goals of the program were to increase students' environmental identity (Clayton 2003), propel them to pro-environmental behavior, and expose them to the skills to pursue careers in the environmen-

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tal field.

I developed the program to facilitate learning that would be transformative in that students, through development of an environmental identity (Clayton 2003), would be inspired to make change in whatever ways are most meaningful to them. Specifically, Susan Clayton (2003) defines environmental identity (EI) as “a sense of connection to some part of the nonhuman natural environment, based on history, emotional attachment, and/or similarity, that affects the ways in which we perceive and act toward the world; a belief that the environment is important to us and an important part of who we are” (Clayton 2003: 45–46). Therein, the development of EI can provide a positive sense of self and influence behavior (Clayton 2003).

The curriculum, from pre-trip texts to the final paper, was designed to increase students’ sense of EI. We discussed readings and podcast assignments in pre-trip meetings for which students submitted 300–400 word critical reflection essays. These included an article on EI; an essay by Edward Abbey (1968) critiquing the increased road building in NPs, an article about a conflict over development in the gateway town to Zion, Springdale; a podcast about race, gender, and hiking the Appalachian Trail; and a podcast about the Trump administration’s attempt to strip National Monument status from public land in southern Utah near Zion.

We also held three evening group discussions while visiting Zion to reflect on our experiences and place those experiences within the context of our readings/podcasts. Finally, upon returning home, students had two weeks to turn in an eight-to-ten-page paper. For their final assignments students were asked to do the following: rigorously reflect on their experiences; discuss interviews they conducted with five random park visitors about their knowledge of threats to public lands and any connection to voting behavior: reflect on how they believed their overall experience affected them; and provide any recommendations for improving the program.

The final paper also gave students the opportunity to reflect on our in-park activities which were a primary driver of growth in their EIs. Activities included a guided hiking tour by an expert with the nonprofit arm of the park; a meeting with rangers in charge of interpretation, sustainability, and visitor management; a meeting with three Springdale Town Council members; and a service project in which we picked up micro-trash along a heavily trafficked trail and learned more about visitor issues, park public education efforts, and the “leave no trace” ethos. We also ventured on two lengthy day hikes to get away from the crowds and explore the depths of Zion.

Additionally, students had several afternoons on their own and the last full day of the trip was a “free” day for students to do whatever they wished; many chose hiking. Students were en-

(Continued from page 18)

couraged, regardless of what they did with their free time, to be present and observant.

An important element of the students' learning and their skill acquisition was discovering the nuance and difficulty of managing a national park. For example, Zion has an efficient shuttle system but it is stressed beyond its capacity. The shuttles were instituted in 2000 to cut down on massive summer traffic jams and the resulting air pollution; private vehicle use is now completely restricted in Zion's main canyon. The park also partnered with Springdale so that shuttles run through town. Not only did this allow students a great deal of autonomy, but it was also a way to "live the program" and experience place in a much more intimate way (Christiansen and Fischer 2010). However, the shuttles are the same vehicles that have been in use for more than 20 years and they currently handle an average of 4 million passengers a year (much more than their intended carrying load of 2.5 million). There is no funding to purchase new shuttles. Thus, the park's transportation system is overstressed.

This is just one problem Zion NP faces in its dual mandate of protecting this place while making it available to all who wish to enjoy it. By both discovering the park's management challenges and exploring its nature, students greatly expanded their EI. Note what two students say about the impact of the trip on their learning and identity:

(1) What a remarkable adventure this has been! This trip truly takes the cake for top college experience. I could not have asked for a more perfect and more fitting way to start my goodbye to this chapter of my life, college. This trip was so much more fulfilling than I even anticipated and I had a good feeling about it from the very first meeting. This trip truly encompassed the type of life I would like to continue to build for myself. I would like to dedicate my time and my energy to protecting and preserving federally protected lands in addition to sustaining the earth as a whole. I have drawn so much inspiration and motivation from visiting Zion National Park.

(2) This trip has been my best yet college experience because it was with amazing people and in a place of natural beauty. It strengthened my interests in protecting the environment, Native American studies, and an active lifestyle. I feel more connected with nature and spiritual [*sic*] than I have in a long time. This trip has encouraged me to keep working towards my goals because beautiful natural places are waiting for me.

I explore more comments like this in detail in my *Teaching Sociology* article. Every student expressed being positively affected by the program and reported that it will affect them far into the future. The effect on students' EI developed in concert with acquiring the skills needed to work on and solve environmental issues. They learned about conducting research to develop best practices, the importance of authentic community participation, speaking to the perspectives of diverse stakeholders, developing programming for different populations, and more.

(Continued from page 19)

Although experience may be one of the best teachers, it is rarely as transformative as when it is “combined with and subjected to the critical analysis, reflection and interpretation of a learner” (Bell et al. 2014).

As we adapt to climate change, we are going to need young sociologists to help us progress toward a more resilient world where people and communities can thrive, not just survive. It is critical that classes influence students to become leaders and caretakers whose work is driven by their EIs. Travel study to places like Zion NP should play an important role in direct experiential learning and training to mitigate our environmental problems. We need these sociologically trained young people, not just in national parks but in communities and organizations the world over, working on everything from sustainable agriculture to environmental racism. In short, we must give them the skills they need to make the change we all need.

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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.

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.



SWS-South News

In this section, graduate student editor Ashley Stone highlights the work of SWS-South.

SWS-South held its annual election and would like to thank everyone who participated in the process by nominating others, running for office, and voting.

Please join us in congratulating our new officers, who will take office in April 2022!

President: Mandi Barringer

Membership Committee Chair: Stacy Salerno-Knop

Treasurer: Corinne Schwarz

Vision Committee Chair: Shaneda Destine

Newsletter Editor: Jennifer Carruth

Student Delegate: Brianna Patterson

We hope that you will join us and our new officers at the Southern Sociological Society for our annual meeting and silent auction!



Ashley Stone is a doctoral candidate at the University of Central Florida (UCF). A native of Chicago, IL, her interest in sociology is informed by her personal and professional experiences on the city's south side. Her research and teaching areas include race, gender, and higher education. She has published in anthologies as well as journals, including *Sociological Inquiry* and *Sociology of Race and Ethnicity*.

Additionally, she serves in a variety of leadership capacities in professional organizations, including the American Sociological Association (ASA) and Sociologist for Women in Society-South (SWS-S).

News and Highlights from *Social Currents*

Graduate student editor Kelsey Mischke (NC State) highlights news and articles from *Social Currents*, the official journal of our society.

[Social Currents](#) is the official journal of the Southern Sociological Society. It publishes cutting-edge research from all methodological and theoretical orientations in sociology and the social sciences more broadly. *Social Currents* always welcomes submissions and features a fast turn-around time. In addition to publishing traditional journal length articles, *Social Currents* is unique in publishing shorter front-end theoretical agenda setting and policy-related pieces (approximately 4,000 words).

Congratulations to incoming editors Dr. Jennifer Augustine and Dr. Amanda Koontz. Thanks to departing editors Dr. George Wilson and Dr. Martha Crowley for their service.

Wingfield, Adia Harvey. 2021. “Will America Work? Racial and Economic Equity in a Post-COVID World.” *Social Currents* 8(6):515-29. [[Abstract Link](#)]

In her SSS 2021 Presidential Address, Wingfield argues that the post-COVID era marks a potential turning point for work and racial inequalities. The introduction of neoliberalism, free market ideology, and deregulation in the 1980s, coupled with advances in technology and globalization, work has become increasingly polarized. The number of precarious, insecure, unstable, and low-wage “bad jobs” increase as stable, secure, and high-wage “good jobs” become scarcer. Simultaneously, American’s racial demographics have shifted as immigration and nonwhite birth rates continue to increase, threatening the White majority. Combining structural, organizational, and interactional theories of race and work, Wingfield delineates how racial and economic inequality converge. Work continues to be racially segregated with Black and Latino/a workers concentrated in “bad jobs” while Whites enjoy easier access to “good jobs.” However, the coronavirus pandemic revealed the glaring racial, gendered, and economic inequalities on social life and ignited conversations and action intended to address them. Considering these recent trends, Wingfield envisions two potential pathways in the post-COVID era. In one path, workers continue to blame themselves and each other for the conditions of their lives, fostering division that permits existing racial and economic inequalities to persist. In an alternative path, Americans form a multi-racial coalition that seeks to hold governments, organizations, and individuals responsible for remedying racial disparities and redesigning economic and workplace policies. “It remains to be seen what result we choose.”



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.

Members' Recent Publications

In this section, Olivia Johnson (Emory University) lists recent work and accomplishments by our members. Submit your news [here!](#)



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.

Children and Youth

Halimi, Myriam, Shannon N. Davis, and Els Consuegra. 2021. "The Power of Peers? Early Adolescent Gender Typicality, Peer Relations, and Gender Role Attitudes in Belgium." *Gender Issues* 38: 210-237.

Collective Behavior and Social Movements

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

O'Connell, Heather A. Forthcoming. "More than Rocks and Stone: Confederate Monuments, Memory Movements, and Race." *Social Forces*.

O'Connell, Heather A. Forthcoming. "Racism and Confederate Monument Construction: Temporal Regimes Distinguishing the 1900s, 1960s, and Contemporary Decades." *Sociology of Race and Ethnicity*.

Community and Urban Sociology

Miller, Amanda J., and Colleen E. Wynn. 2021. "The Affordable Housing Crisis Is Destroying Relationships and Families." Opinion, *Newsweek*, October 21. <https://www.newsweek.com/affordable-housing-crisis-destroying-relationships-families-opinion-1641326>.

Crime, Law and Deviance

Carceral, K. C. and Michael G. Flaherty. 2021. *The Cage of Days: Time and Temporal Experience in Prison*. New York: Columbia University Press.

Rivera-Cuadrado, Wayne. 2021. Crafting Charismatic Cops: Community Policing and the Faulty Reputations Paradigm. *Social Problems*. 00:1-17.

Durán, Robert J. and Charlene Shroulote-Durán. 2021. "The Racialized Patterns of Police Violence: The Critical Importance of Research as Praxis." *Sociology Compass* 15(8): 1-15.

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Disability and Society

Bruefach, Tyler, and John R. Reynolds. 2021. "Social Isolation and Achievement of Students with Learning Disabilities." *Social Science Research*. doi: 10.1016/j.ssresearch.2021.102667.

Environmental Sociology

Ladd, Anthony E. 2022. "Cassandra's Curse: Environmental Risk, Climate Change, and Coronavirus in an Age of Denial." In Daina C. Harvey and David G. Embrick (eds.), *The Handbook for Humanist Sociology* (forthcoming). London: Palgrave Macmillan.

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Methodology

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Race, Gender, and Class

Wade, J; Alexander, R; Woods-Giscombe, C; Keegan, D; Parker, S; Jackson, K; Gibbs, J; McElroy, A; Ferguson, J. Forthcoming. "Using Black Feminist Theory and Methods to Uncover Best Practices in Health Promotion Programming." *Qualitative Health Research*

Racial and Ethnic Minorities

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

Sociology of Culture

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.

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Sociology of Education

Healy, Anthony E. 2021. *School Choice, Race and Social Anxiety: Exploring French Middle-Class Parental Risks.* Oxfordshire. United Kingdom: Routledge. 978-1-032-11614-3. Ebook 978-1-032-11614-3.

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Sociology of Emotions

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Sociology of Mental Health

Vance, Wade, Brandy, and Rice. Forthcoming. "Contextualizing Black Women's Mental Health in the 21st Century: Gendered Racism and Suicide-Related Behavior" *Journal of Racial and Ethnic Health Disparities.*

Sociology of Sexualities

Goss, Desmond. 2021. *Race and Masculinity in Gay Men's Pornography.* Routledge: New York, NY.

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The Southern Sociologist

wants celebrate your accomplishments! In each edition, we'll list members' recent publications, career updates, and social activism.

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](#) for more information.

ANNOUNCEMENTS AND SOCIETY NEWS

Have an Announcement to Make?

Please submit to Graduate Student Editor Jason D'Amours (Florida State University) by clicking [here](#).

As TSS is published quarterly, please send announcements at *least three months in advance* of any deadlines for submission.

North Central Sociological Association 2022 Annual Meeting

April 1st-2nd
Indianapolis, IN
Crowne Plaza at Union Station

Inequality in the Culture of Capitalism:

The Ever-Widening Gap
in Contemporary Societies
NCSA 2022

WHY ATTEND THE 2022 NCSA ANNUAL MEETING?

- Join a community of sociologists focused on research, teaching, and applied sociology
- Find a welcoming space for undergraduate and graduate students - perfect for first-time presenters!
- Participate in our career development certificate programs

Featured Sessions

Presidential Address
Fayyaz Hussain
Michigan State University

**Schnabel Distinguished
Teaching Plenary Address**
Mary Scheuer Senter
Central Michigan University

**Ruth and John Useem
Plenary Address**
Lisa D. Cook
Michigan State University

When asked how they would describe NCSA, here's what 2021 Annual Meeting attendees had to say:

"A sociological organization with high standards and a friendly culture."

"It's the best conference! Perfect size and friendly people."

"It is a close knit group dedicated to teaching and professionalization for ALL students, not just graduate students."

Submission Deadline:
Dec. 6, 2021
Join us in Indy!



Please click [here](#) to join for the first time or to renew your membership!

NCSA

North Central Sociological Association



Jason D'Amours is a doctoral student at Florida State University interested in the sociology of sexualities, medicine, and social movements.

He is currently working on his master's thesis exploring the intersection of HIV/AIDS activism and the changing landscape of HIV prevention.

He can be reached at jdamours@fsu.edu.

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR PAPERS

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 Kimberlé 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 United States, 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 Special Issue Editor Rhacel Salazar Parreñas at parrenas@usc.edu.

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR PAPERS

WSQ

Special issue on: State/Power

Issue editors: Christina B. Hanhardt and Dayo F. Gore

The question of how to theorize power and the state is a central concern of the field of women's, gender, and sexuality studies. The long history of privatization woven into or authorized by state governance has been fundamental to shaping the form of social movements addressing work, sexuality, political power, kinship, care, and much more. These issues have become particularly salient in recent years as activists have adopted various strategies in response to ongoing racialized state violence and the uneven global effects of COVID-19, including abolition, mutual aid, or the fight to fund jobs, health and childcare, and infrastructure. This is all set to the backdrop of a sharp resurgence of explicit white nationalist, anti-feminist, ableist, and anti-trans public discourse as well as debates about engaging governmental leadership from across the political spectrum. Such countervailing forces highlight the current stakes of different interpretations of state power.

This special issue asks after the long history and diverse contemporary landscape of social change to analyze how different collective bodies have theorized power and engaged state formations. We are most interested in articles that focus on the theories and practices of social and political collectives, in the U.S. and transnationally, at different scales and historical moments.

Essays might engage the following questions (among others):

- How have social movements defined and theorized “state power” throughout the twentieth and twenty-first centuries and across local, national, transnational, and international/global scales?
- What organizing models and strategic interventions have been developed to make demands on the state or claim state resources, and what have been the benefits and limits of such efforts?
- How have activists and organizations drawn on definitions and theorizing of “the state” and power to create alternative frameworks of leadership, strategies for claiming power, and visions of change?
- Neoliberal state policies have dismantled some aspects of the welfare state while retooling others—how have these shifts altered the conception of what is a public versus private resource and, in turn, informed activist strategies?
- Are the frameworks of civil rights or human rights useful discourses for claiming state resources? What possibilities or limits might they pose?
- How have activists responded to state regulation and management of bodies, or of biopower more generally, including but not limited to issues of sexuality, reproductive justice, population growth, and movement? How might we understand the place of necropolitics in this context?

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- How have the mandates of privatization shaped do-it-yourself and self-help strategies? What is their relationship to dual power, prefigurative, or other left movement strategies?

Priority deadline for submission is **March 1, 2022**. Scholarly articles should be submitted to WSQ.submittable.com. Please send complete articles, not abstracts. Please remove all identifying information from the file uploaded to Submittable. We will give priority consideration to submissions received by March 1, 2022. LGBTQIA+, disabled, Black, Indigenous, and people of color are especially encouraged to submit.

Submissions should not exceed 6,000 words (including un-embedded notes and works cited) and should comply with the formatting guidelines found [here](#). For questions, please email the guest issue editors at WSQEditorial@gmail.com. Poetry submissions related to the issue theme should be submitted to WSQ.submittable.com.

Please review previous issues of WSQ to see what type of submissions we prefer before submitting poems. Please note that poetry submissions may be held for six months or longer. Simultaneous submissions are acceptable if the poetry editor is notified immediately of acceptance elsewhere. We do not accept work that has been previously published. For questions related to poetry submissions, please email the WSQ's poetry editor at WSQpoetry@gmail.com.

Fiction, essay, memoir, and translation submissions related to the issue theme between 2,000 and 2,500 words should be submitted to WSQ.submittable.com. Please review previous issues of WSQ to see what type of submissions we prefer before submitting prose. Please note that prose submissions may be held for six months or longer. Simultaneous submissions are acceptable if the prose editor is notified immediately of acceptance elsewhere. We do not accept work that has been previously published. For questions related to creative prose submissions, please email WSQCreativeProse@gmail.com.

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR PAPERS

Social Science & Medicine Qualitative Research in Health

Special issue on: The Sociology of Health Professions Education

Issue editors: Kelly Underman, Alexandra H. Vinson, Lauren D. Olsen, Tania M. Jenkins, and Laura E. Hirshfield

Sociology of medical education was once foundational to the field of medical sociology and, indeed, the discipline as a whole. Attention shifted away from this topic in the 1980s and 1990s, but there has been a recent resurgence of interest in medical education, accompanied by calls to broaden the traditional focus on medical education to encompass health professions education. A sociology of health professions education can enrich medical sociology and other sociological subfields through its engagement with social inequalities; professions and occupations; culture; emotions and the body; and science, technology, and knowledge. This special issue will include cutting-edge research on the sociology of health professions education. Works will bring core themes in sociology into conversation with the rapidly changing terrain of twenty-first century training and education in the health professions.

We welcome submissions on a wide range of topics in the sociology of health professions education, including such enduring themes as: (1) professional socialization, (2) knowledge regimes, (3) stratification within the profession, and (4) sociology of the field of medical education. Additionally, we welcome submissions on more recent topics of investigation: (1) inequalities in health professions education (not just medical education), (2) socialization across the life course and new institutional forms of gate-keeping, (3) provider burnout and well-being, and (4) health professions as knowledge-based work. Within each of these themes, we are interested in how the globalization of health professions training and education shapes relevant processes and how the COVID-19 pandemic has impacted training and education. Papers may be empirical, but are not required to be so. Empirical papers may draw from a variety of methods, including qualitative, quantitative, and mixed-methods. We welcome submissions from sociologists and social scientists in related disciplines.

Full manuscripts are due by **August 15, 2022** and should be submitted through the SSM-QRH portal: <https://www.journals.elsevier.com/ssm-qualitative-research-in-health>. Authors can designate submissions for the special issue during the submission process. Full manuscripts will be evaluated through the usual Social Science & Medicine peer review process. As such, publication is not guaranteed. Open access fees will be waived for authors whose manuscripts are selected for publication. For more information on the special issue, please contact Kelly Underman at kelly.underman@drexel.edu.

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

- (a) effective teaching of sociology;
- (b) valid and reliable methods of research in the study of human society;
- (c) diffusion of sociological knowledge and its application to societal problems;
- (d) cooperation with related disciplines and groups;
- (e) recruitment and training of sociologists; and
- (f) development of sociology programs in educational and other agencies.

Members receive online access to *The Southern Sociologist* and *Social Currents*: The Official Journal of the Southern Sociological Society. An annual meeting is held in the spring, usually mid-April.

Membership is open to any person who can assist in promoting the objectives of the society. Persons wishing to join SSS may send dues directly to the executive officer. Please include your name, address, phone number, and institution. The membership year is July 1 through June 30.

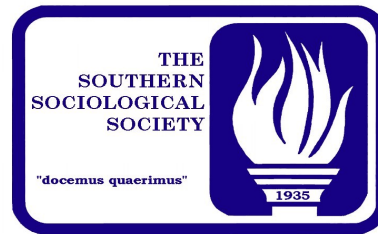
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THE SOUTHERN SOCIOLOGIST

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The Southern Sociologist (TSS) is the official publication of the Southern Sociological Society. It is typically published electronically four times a year in the months of May, September, January, and March. The purpose of TSS is to report the news, announcements, and information of interest to the profession and to serve as a medium of communication for the SSS membership on issues affecting the profession.

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 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 15
- September 15
- December 15
- February 15

