

The Southern Sociologist

The Newsletter of the Southern Sociological Society

Volume 53

Number 4

Spring 2022



In this Edition of TSS

Letters from Coeditors	3
The Grad Office	6
Teaching Corner	9
Anti-racism Efforts at SWS-S	14
News from SWS-S	16
Membership Accomplishments and Publications	19
Announcements	21

From Society President Dr. Stephanie Bohon

Our annual meeting is just around the corner, and I am both excited and relieved. I am excited to see so many of you whom I haven't seen for far too long and to meet three years' worth of new members. I am also relieved that COVID-19 rates are plummeting and allowing us to meet even more safely than we had planned. At the time that I'm writing this, in Birmingham in the last 30 days new cases have gone from 1,397 to zero and the 7-day average has dropped from 1640 to 52. For months I have been agonizing over whether we have made the right decision to go forward with a face-to-face meeting, and now I can sleep at night.

Working toward the Birmingham meeting made me think back to fifteen years ago to my first involvement with planning an SSS meeting during my first year as Executive Officer. The 2008 meetings were in Richmond, VA, and everyone on the Executive Committee was worried that people wouldn't turn out for a meeting in Richmond the way that they turned out for meetings in New Orleans and Atlanta. Indeed, in those days, every third meeting was an "off-site" meeting (meaning not in New Orleans or Atlanta), and these meet-

(Continued on page 2)

From Society President Dr. Stephanie Bohon, continued

(Continued from page 1)



Stephanie Bohon, PhD

ings were always met with great trepidation that we would not meet our hotel contractual obligations. As it turned out, we worried needlessly. The Richmond meeting and every subsequent “off-site” meeting has been a great success.

Yet, COVID-19 upset our momentum, so approaching the Birmingham meeting has been a lot like approaching the Richmond meeting all those years ago. But just like then, I shouldn’t have been worried. As we get closer to the meeting, I am greeted at every turn by the fact that our members are as excited as I am to get back together. Indeed, the literature on the value of face-to-face professional meetings shows that they promote organizing for collective

action (Knoke 2019), help students make sense of the profession they’ve chosen (Jackson 2015), provide a forum for professional exchange (Pan and Hovde 2010), as well as working to disseminate information on the cutting edge of our field (Lewis 2015). It is no wonder that our hotel rooms are filling rapidly, registration numbers have exceeded expectations, and we have a vibrant and exiting program planned. Indeed, there are so many great papers that I’m not sure how I will choose between competing sessions.

As you plan for Birmingham, remember to bring your comfortable shoes and your appetite. Also plan to attend our three great Presidential plenary sessions: a live taping of the podcast “Black in Appalachia,” a presentation on the Invisible Histories project, and a great panel on non-traditional careers for sociologists. I cannot wait to see you!

Stephanie Bohon, PhD
University of Tennessee
Sbohon@utk.edu

Letter from TSS Coeditor Nadya Vera:

I am extremely lucky to have a loving and supportive husband (especially while pursuing a PhD) and two healthy, beautiful sons. My youngest son and I caught COVID toward the end of last month. I am fully vaccinated, but my youngest son is only a year old. Having him get sick without the benefit of a prophylactic vaccine has been one of my greatest fears since, well, his entire life (I became pregnant with him in early 2020). We were lucky that my son and I had mild cases and our family was able to resume our normal activities promptly. However, I am aware that, like so many other things related to being alive on Planet Earth in 2022, I am one of the extremely fortunate ones.



Nadya Vera

I grew up in Miami, FL, and now live in Knoxville, TN. Based on some social media discussion over the weekend, I was prompted to look up information about the piece of legislation in Florida dubbed “Don’t Say Gay” by opponents. I was sharing what I had found with my husband when my 7-year-old son interjected by saying, “*I’m not going to get married.*” I could tell his declaration was prompted by my conversation, so I told him that I he did not have to get married if he did not want to. I asked him if he remembered a previous conversation in which I described families as sometimes having a mom and a dad, or sometimes having just one mom or just one dad, or sometimes having two moms or two dads. He nodded in affirmation.

I shared that if his uncle decides to get married someday, he will likely marry a man, and if they decide to have a family, their family will have two dads. To which he responded, “Well *yeah, that makes sense.*” I would like to think that even if I did not have LGBTQ+ loved ones, I would be fostering an understanding toward inclusivity in my own household, but when human behavior is involved, I suppose we can’t ever really be certain. What I do know is that I happen to be lucky enough to have been raised to understand that a person’s sexual orientation and gender identity are two slivers among many, many slivers that make up a person. I am lucky to have a magnificent younger brother whom I adore; he is an embodiment of love and acceptance for all—and he happens to be gay.

There is a palpable sense of hope and enthusiasm for the upcoming Birmingham meeting. I am eagerly seeking the sort of inspiration for future work that typically occurs after a meeting of the minds like Southerners. I hope and pray with every ounce of my being that before we meet next month the people of Ukraine will no longer be enduring the nightmare they are right now.

Sincerely,

Nadya Vera
University of Tennessee
nvera@vols.utk.edu

*Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion, too

Imagine all the people
Livin' life in peace*

Imagine by John Lennon and Yoko Ono

Letter from TSS Coeditor James N. Maples:



TSS Coeditor James Maples and his daughter, Josie, who recently earned her Webelo badge in Scouts BSA.

It is difficult to fathom I've now been with Southernns for roughly 15 years. Looking back, I still vividly remember my first SSS meeting (Atlanta 2007). There I met so many new faces who are today dear friends and colleagues.

I've also been lucky to serve in Southernns in some capacity for nearly all of those 15 years, starting a six-year term as webmaster in Summer 2007. 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.

Today's column marks a transition in that this is my final edition with TSS. I am very pleased to announce that Nadya Vera will begin her term as TSS editor with TSS 54:1.

Nadya has served with TSS for four years as our lead graduate editor. Over the last year she was kind to also be our leading coeditor while I worked on the

[Birmingham 2022 program](#). Throughout, Nadya has demonstrated that same dedication to Southernns that I first felt some 15 years ago. I sense this is the right moment to pass the torch to someone I know will admirably lead TSS into the future.

I'm truly grateful to all my graduate editors over the years and I'm glad to see many of my former editors now serving as faculty across the nation. Moreover, I'm glad to see one of those graduate editors now taking the lead here at TSS.

So that's all for now. I look forward to seeing many of you in Birmingham in a few weeks. Safe travels.

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

SSS 2022 | BIRMINGHAM, ALABAMA

April 6-April 9, 2022

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

As a reminder of great things to do in the area, 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 Co-chairs



Image courtesy of the Greater Birmingham Convention and Visitors Bureau.



Image courtesy of the Greater Birmingham Convention & Visitors Bureau.



Welcome to the Grad Office

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

By Tyler Bruefach and Rachel Sparkman

Getting a “Real Job” During Your PhD

Hello! Welcome to another edition of the *Grad Office*, where we discuss the ins, outs, and ongoing obstacles of being a graduate student. In our last column, we discussed tips and tricks to stay on top of [time management and the importance of staying organized](#). As you move through your graduate program, juggling coursework, research, and other responsibilities is no easy task. For this column, we want to discuss adding another layer to this juggler’s routine: working during the PhD. Accepting a part-time position or internship can broaden your skillset and let you dip your toe into other types of work (applied, research, nonprofits, etc.) We realize that our readers have diverse experiences and trajectories that got them to a graduate program in the first place, so some of you might have never stopped working, while others have limited experience with outside employment. No matter where you are, we offer some insight on getting an internship or a part-time job during your journey to the PhD. In this column, we discuss some worthwhile considerations about who might be interested in outside work, the best stage to pursue these opportunities in one’s PhD, and some pros and cons to accepting an internship or part-time position.

Logistics and Timing

Having a part-time job or internship can increase your applied experience, skillset, and professional networks; but is this right for you? Pursuing applied work while completing your PhD can be enlightening for those interested in nonacademic career paths after graduating. Working in applied fields occupied by nonprofits, government agencies and private companies is a good way to “test the waters” and develop professional networks outside of the university setting. It’s important to note, though, that some graduate programs don’t allow their students to work outside the department or may have restricted outside employment opportunities. You should always refer to your graduate handbook or ask your Graduate Director about restrictions, or if you can limit your paid extracurriculars to the summer sessions.

Graduate programs are already full-time commitments, so when is it best to pursue these opportunities? Find the right timing for you depending on how your graduate program is organized. We recommend waiting until after completing major milestones, such as coursework or qualifying exams/major papers. The additional unstructured time during the later stages of a PhD can

(Continued on page 7)



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.

(Continued from page 6)

empower you to focus on your required obligations in your program (i.e., dissertation), as well as new endeavors that make you competitive for the careers you'd like to pursue. Unsure what careers you want to pursue? Summers are a great time to try out internships in a condensed timeframe. More secure in your career choices? Wait to work part-time as you get closer to graduation so you can ease into a long-term position.

Weighing the Pros and Cons

Is it worth it to pursue part-time work in an applied setting? We don't want to sugarcoat anything for you. It can be incredibly difficult to balance the responsibilities encompassing a PhD. Putting aside a part-time applied position or internship, doctoral students need to balance publishing, theses and dissertations, instructor and research assistantships, departmental service, grant writing, family and caregiving responsibilities, hobbies, *sleep*, eating, and everything else we need to live! So, the first con to consider is that you'll need to reprioritize some responsibilities to accommodate an applied position. If you decide to take on applied work, your schedule could include far more meetings than previously! On the bright side, you get paid for that time, but it can be difficult to rebalance your schedule. That has been challenging for both of us thus far, and we're privileged to not have as many demands as parents and caregivers.

This constant challenge, balancing your time, will become more difficult when taking on another job and could affect your PhD progress, publishing, energy, and work-life balance. For example, one of us has meetings between 5:00 and 6:00 p.m. to accommodate a colleague who balances our project with a different 9:00 a.m.-5:00 p.m. position. We've also needed to work more on the weekends to keep up with other responsibilities. Having less free time can heighten the risk for burnout, something that is all too familiar to doctoral students. These are anecdotal experiences and likely vary across fields and employers, but you should consider them before accepting or pursuing a new position. What are the most drastic changes to your time, energy, and work-life balance that you can accept? Set those boundaries upfront and you'll be better off for it.

Despite the potential drawbacks, we're both happy to be in our applied positions and can identify just as many benefits. For one, you (*should*) get paid! Finances are tough in graduate school and any source of additional income is valuable. We strongly advise against unpaid positions. There are too many paid opportunities out there to not be compensated for your time and energy. Besides extra income, applied work can lead to future career opportunities, both directly and indirectly. Part-time positions and internships can often transition into full-time positions post-graduation. For example, the Census holds a [Summer internship program](#) and that experience can often lead to a career at the Census. If this isn't the case, the professional relationships you cultivate by working in nonaca-

(Continued on page 8)

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 7)

ademic settings can generate more information and high-quality references for your job search.

Learning how to conduct research in nonacademic settings is another important benefit to applied work. Nonacademic research can be quite different from what we've learned to do in PhD programs, in the order of operations, required administrative work, communications with collaborating parties, and the skills/methods required to conduct the research. Gaining first-hand experience outside of academia puts you ahead of the curve when it comes time to apply for jobs after graduation!

We hope this discussion gives you more insight into what applied work is like as a doctoral student and the benefits (and drawbacks) of taking this additional workload. But a decision like this requires lots of thought and multiple perspectives. Still unsure? Use your networks! Ask more-senior graduate students and mentors (in and outside of your program) to decide if you should pursue these opportunities.

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

Zooming through Freshman Seminar: Community Building in Online Courses

Christa J. Moore, The University of Virginia's College at Wise
Madelynn D. Shell, Texas A&M University–Central Texas

Evidence suggests that first year college students experience changes in social relationships (Shell and Absher 2019) and report declines in social and emotional well-being (Andrews and Wilding, 2004; Cutrona 1982; Shaver et al. 1985). Furthermore, these social and emotional challenges can affect student success and academic persistence (Hausman et al., 2007; Phillips et al. 2020). Thus, class experiences that encourage social connection and relationship-building may increase persistence and retention.

Freshman seminars can teach first-time students logistical skills (e.g., time management, accessing library resources), as well as community and social norms needed for college success. The social component of seminar courses may be particularly important for students entering college during a pandemic, who have had several semesters of coursework online and may feel less connection to their college. As courses have shifted online throughout the pandemic, we must consider how we can create a community of learners and teach the social norms of college, even if we are not actually in the classroom.

At a small liberal arts college, we developed a system for co-teaching an online freshman seminar course that provided students with a caring community, opportunities to engage socially, and the skills needed to succeed at college. Seminar faculty are given a basic outline of topics to cover, but have freedom in how they cover those topics. In addition, each section has an upper-level student mentor. We have used the strategies below in four sections of Freshman Seminar, which were taught synchronously online via Zoom across two years. We offer points on collaboration methods, creating opportunities for social engagement, and use of technologies.

(Continued on page 10)

(Continued from page 9)

Collaboration Methods

One of the key components to our success was collaborative course planning. Collaboration is an extension of caring and offers an applied pedagogical practice of an ethic of care (Noddings, 2013; Moore and Gagné, 2021). In our collaboration, we met weekly for planning and debriefing, “pitching” assignments, experimenting with instructional technologies, and coordinating with student mentors tasked with co-planning and co-leading seminars. Thus, by pooling the creative resources, skills, and backgrounds of faculty and student mentors, the resulting lesson plans were more diverse, pedagogically sound, and care-oriented. In addition, through one-on-one meetings with their faculty and student mentors, as well as cross-class collaborations, students established relationships with multiple mentors, which influenced subsequent enrollments in our other courses. Finally, because there was regular communication between faculty and student mentors, we developed a small, caring community in which we could identify student issues and provide holistic support.

Opportunities for Social Engagement

Because online students expressed feelings of isolation, and to make online classes similar to the face-to-face experience, we strived to develop a learning environment that created a sense of community and provided social engagement. Community norms were established by students in the first class. Classes opened with a student-mentor-led warm-up exercise in which students responded to discussion questions in the chat. Randomly assigned breakout rooms were regularly used so that students got to know their classmates through small-group interaction. Ice breakers were used throughout the semester, including a modified version of Aron et al.’s (1997) exercise to generate interpersonal closeness. To promote peer engagement, we developed a series of “zoom-mate” assignments in which students got acquainted with a classmate and then collaborated on a series of out-of-class activities. One student even reported that they were planning on rooming with their “zoom-mate” the following semester. Thus, even students who were taking courses entirely online experienced classroom-like opportunities for socialization.

Using Technology to Teach Practical Skills

By utilizing a variety of technological tools, we were able to develop live online activities that stimulated discussion and engagement. We polled students through Zoom or Socrative, enabling us to quickly assess class opinions. Breakout rooms were used to delve deeper and apply a topic to personal experiences. For example, after discussing short and long-term goals, students independently wrote personal goals, then workshopped and edited their goals in breakout sessions. In addition, because students had the internet at their fingertips, we used web searches to collect and share information. When discussing college resources, students searched for links and contact information for various college offices, then posted links to these results on a padlet.com forum. Throughout the semester they could return to the forum for easy access to resources. Similarly, when discussing community engagement, students found resources online and put them in a shared document, then had a list of volunteer opportunities

(Continued on page 11)

(Continued from page 10)

to refer back later in the term. Thus, the online format created opportunities for social engagement and enabled students to interact with and apply material in ways that would have been challenging in a masked and socially distanced classroom.

Conclusions and Recommendations

Through a system of careful and conscientious collaboration, we created online freshman seminar experiences that provided students with opportunities for social engagement and utilized technology to develop practical resources. Collaborative teaching provided opportunities for professional development, creativity, inspiration, and mutual aid, especially in response to the pandemic. Although we had previous experience teaching distance courses, the goals of learning shifted from a pure focus on the academic experience to a broader and more holistic focus on student well-being, prompting continuous social engagement to supplement the isolation of social distancing. In this context, the benefits of online learning within a collaborative teaching context and—relative to pandemic restrictions and safety concerns—outweighed the frustration of maintaining a constant virtual work presence.

Although the online classes were quite successful, they were not without their challenges. Despite often perceiving online classes as less engaging and personalized, many students had video turned off, which occasionally limited full-class engagement. However, even when engagement was limited in the larger session, we found that breakout sessions, polling, and other technology-enhanced forms of discussion were highly participative, creative, and inspiring to witness. Thus, in our experience, instructors who explicitly focus on developing a collaborative classroom environment that promotes social support can help their students prepare for college success, whether online or in the classroom.

References

- Andrews, B., and Wilding, J. M. 2004. "The relation of depression and anxiety to life-stress and achievement in students." *British Journal of Psychology*, 95:509–521. <https://doi.org/10.1348/0007126042369802>
- Aron, A., Melinat, E., Aron, E. N., Vallone, R. D., and Bator, R. J. 1997. "The experimental generation of interpersonal closeness: A procedure and some preliminary findings." *Personality and Social Psychology Bulletin*, 29(4): 363-377.
- Cutrona, C. E. 1982. Transition to college: Loneliness and the process of social adjustment. In L. A. Peplau and D. Perlman (Eds.), *Loneliness: A sourcebook of current theory, research, and therapy* (pp. 291–309). New York, NY: Wiley Interscience.

(Continued on page 12)

(Continued from page 11)

- Hausmann, L. R. M., Schofield, J. W., and Woods, R. L. 2007. "Sense of belonging as a predictor of intentions to persist among African-American and White first-year college students." *Research in Higher Education*, 48(7): 803-839. Doi 10.1007/s11162-007-9052-9
- Moore, C. J., and Gagné, P. 2021. "Exploring policy implications of ethics of care and justice in care work and human services organizations." *Journal of Applied Social Science*, 19367244211027484.
- Noddings, N. 2013. *Caring: A relational approach to ethics and moral education*. Univ of California Press.
- Phillips, L. T., Stephens, N. M., Townsend, S. S. M., and Goudeau, S. 2020. "Access is not enough: Cultural mismatch persists to limit first-generation students' opportunities for achievement throughout college." *Journal of Personality and Social Psychology: Interpersonal Relationships and Group Processes*, 119(5): 1112-1131. doi: 10.1037/pspi0000234.
- Shaver, P., Furman, W., and Buhrmester, D. 1985. Transition to college: Network changes, social skills, and loneliness. In S. Duck and D. Perlman (Eds.), *Understanding personal relationships: An interdisciplinary approach* (pp. 193-219). Thousand Oaks, CA: Sage.
- Shell, M. D. and Absher, T. N. 2019. Effects of shyness and friendship on socioemotional adjustment during the college transition. *Personal Relationships*, 26: 386-405. <https://doi.org/10.1111/pere.12285>

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.



Sociologists for Women in Society-South (SWS-S) President **Dr. Baker Rogers** discusses efforts to address anti-racism within the organization. Dr. Rogers addresses the origins of these efforts, the challenges of sustaining them, and how they hope these efforts will impact the future of the organization.

Ashley Stone: Thank you, Baker, for making time for this interview about the anti-racism training that you started almost two years ago. That time frame situates us shortly before the murders of Breonna Taylor and George Floyd.

Baker Rogers: Well, [the training] probably started around the same time. Let me start by saying it wasn't my idea to start this. It was Marni Brown, the previous SWS-South President, and Amelia Davies Robinson. I took this on for my two years as President as my one big initiative for the organization. So yeah, props where props are due. But I kind of took it over from the very beginning and led it to what we've done now.

AS: So, the previous leaders had this idea, and you took it on. Why did you decide to take this on as an incoming president?

BR: It was what was going on in the world, but also more particularly what was going on in SWS-South and SWS Nationals. We've had problems in the organization—like all organizations that are started, especially in academia—mostly started by White people. And that continues, that legacy continues if we don't confront it head-on. I wanted to make sure that an

organization that I was leading was confronting head-on our history, and also what was going on in the world around us. We could have picked a lot of things to focus on. But at this moment in history, it was what was on everyone's mind. So, my goal after we got people involved was to keep people involved and keep moving this forward. Let's keep the momentum moving forward.

AS: Definitely. You spoke about why this training was important to do. The training has had multiple parts at this point. So where did you start with doing anti-racist training?

BR: When Marni brought up the idea, her idea was to start with [Ibrahim] Kendi's book, *How to Be an Antiracist*. I liked the idea of starting with *How to Be an Antiracist*, but I'd also heard the critiques of the book and I also knew that a group of White people reading *How to Be an Antiracist* wasn't enough for actual institutional change. It was a good starting point for personal awareness and self-reflection, but it wasn't enough for organizational or institutional change. So, I said, yes, let's do that Marni. But let's do more. Let's think about hiring someone, bringing in people who are trained to do this work to really help us do more than just a book discussion. So, we hired Teddy McGlynn-Wright from In the Works. Teddy really gave us a lot of time to talk to one another, get to know one another better, get to know ourselves better, but also started giving us some bigger questions to think about within the organization. And so that's where we started. Our next training is this coming February 2022. We're

(Continued on page 15)



(Continued from page 14)

going to do a six-hour-long workshop with As-sata Zerai and her team at the University of New Mexico. So that will move us more to-wards what we're going to do as an organiza-tion, more than just the self-reflection. After all the self-reflection, all the work we've done on ourselves in our small leadership group, hope-fully now we know better. Now we want to think about how we can use that to do better as an organization, as SWS-South, and as a na-tional organization. I've been careful not to sig-nal that we're doing something great because I want to see tangible change in the organization before we signal that we're better. And we still have a lot of internal work to do. I want to make sure we're doing the internal work.

AS: I think that's an excellent point! What have you seen as some of the benefits of doing this training? And what have been some of the chal-lenges that you experienced in this process?

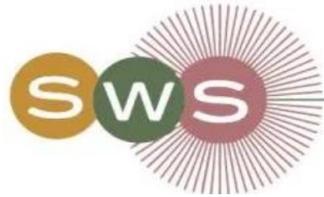
BR: I think in general, myself, I think about equity in a different way. I was knowledgeable, as a stratification scholar about certain things. As a queer person, I know personally, what op-pression feels like, but it's different for each group. So having more knowledge has allowed me to think more critically about what I'm do-ing and what I'm saying. But I think the biggest challenge, I mean, obviously, we're in the midst of a pandemic so scheduling has been a chal-lenge. But we've also had a lot of questions in terms of who does this work and how they do it. And we've read Kendi's book. We hired a Black cis man to do our other training. We are now hiring women of color to do our next training.

We've paid everyone we've hired because we didn't want them to do free labor and making sure we're not putting the burden on people of color. Because I know as a queer person, that's what the movement has done to us. I'm not say-ing we're doing it properly. But we can help to form a better model of what it means for real institutional change rather than just saying "We did the training, check!"

AS: You talked about the next part of the train-ing that will be in February. What do you fore-see regarding training beyond the next part?

BR: I think making sure the new leadership is coming to our training in February, so they see where we are and what we've done, because I'm sure that's going to be reflective as well. I hope that this work wasn't like a, you know, just this one period of the organization. I plan to work with Mandi Barringer, the new president, who seems to be really passionate about carrying this on as well. I hope it looks like some kind of real change. I also hope that maybe we can cre-ate some goals as a chapter of the larger organi-zation, but also as a national organization, where we can show that we are making some progress. So that's my goal, to help the national organization and the southern chapter to show that we're doing better so that we can recruit more diverse people. I want us to not just re-cruit diverse people to look diverse, but recruit diverse people to help them get the benefits I've gotten from the organization, like networking. There are so many benefits to this networking opportunity, which I see as the most important job of SWS, to help people, specifically women and trans and genderqueer people of all races

(Continued on page 16)



(Continued from page 15)

to move forward in this still hostile academic world.

AS: Absolutely! What would it look like for this work to continue? What would SWS look like when the work is done?

BR: It would look like the professors and graduate students I know who are struggling at the bottom right now to make it into a tenure track job. It would look like all those queer people, people of color, all those first-generation college students—all these groups are represented and we'd just all be hanging out at SWS networking, but it wouldn't seem like work because it would be fun for everyone, and everyone would feel included. I want it to be a safe place for everyone to get the benefits they need from the organization, get the help they need,

the mentorship, the camaraderie from the organization without having to put on a face or try to be someone you're not. And that's obviously a really big long-term goal that we have to keep fighting towards. I want it to be all of our organization together, where we work with each other and really feed each other, like in terms of support. Where we come to refuel, which is how I felt with SWS. And I know other people can feel that too. But I don't want to invite people in and say they're going to be refueled before we do some work inside. I believe we can become more and more inclusive and more people can feel like this is their academic home.

SWS-South News

During the Southern Sociological Society 2022 Annual Meeting, Sociologists for Women in Society-South (SWS-S) will be co-sponsoring several sessions. Here is a list of these sessions, including the date, session number, time, and location. We look forward to seeing you in Birmingham!

THURSDAY, APRIL 7

Session 53

Fat Studies [Paper Session]

4:00 pm-5:15 pm

Ballroom 3

Organizers: Lyla Byers, Virginia Tech; Ariane Prohaska, University of Alabama

President: Lyla Byers, Virginia Tech

FRIDAY, APRIL 8

Session 78

Racial, Social, and Ecological Justice Beyond Intersectional Invisibility [Paper Session]

10:00 am-11:15 am

Forum C

President: Robert T. Perdue, Elon University

(Continued on page 17)



(Continued from page 16)

Session 82

Teaching Social Inequality Through Applied Sociology [Panel]

10:00 am-11:15 am

Ballroom 3

Organizer: Ashley Vancil-Leap, Mississippi State University

Session 86

Dalit Women and India's Anticaste Movements [Mini-Conference]

10:00 am-11:15 am

Forum H

Organizers: Sancha Medwinter, University of Massachusetts-Amherst; Tannuja Rozario, UMASS-Amherst; Monisha Issano Jackson, Georgia State University

Session 89

Race, Class, and Gender in Higher Education [Paper Session]

1:00 pm-2:15 pm

Ballroom 4

Presider: Kristen Clayton, Oglethorpe University

Session 92

LGBT Aging [Paper Session]

1:00 pm-2:15 pm

Forum G

Organizer and Presider: Lisa R. Miller, Eckerd College

Session 93

Digital Sociology II [Paper Session]

1:00 pm-2:15 pm

Forum I

Organizer: Anne McNutt Patrick, Virginia Tech
Presider: Elizabeth Roberts, Virginia Tech

Session 99

Black Womanist and Feminist Theory and Methodology [Mini-Conference]

1:00 pm-2:15 pm

Forum H

Organizer: Jeannette Marie Wade, North Carolina A&T State University

Session 102

Gender and Collective Behavior [Paper Session]
2:30 pm-3:45 pm

Ballroom 3

Presider: Sarah Elizabeth Aadahl, Virginia Tech

Session 115

Sociology of Sexual Health and Health Care [Paper Session]

4:00 pm-5:15 pm

Ballroom 3

Presider: Benjamin Dowd-Arrow, Florida State University

Session 116

Race, Class, and Gender [Paper Session]

(Continued on page 18)



(Continued from page 17)

4:00 pm-5:15 pm

Ballroom 4

Presider: Natasha Patrice Ellis, University of Tennessee-Knoxville

SWS-S Coffee for a Cause

[Meeting]

4:00 pm-5:15 pm

Forum G

11:30 am-12:45 pm

Ballroom 4

Presider: Katie Nutter-Pridgen, Concord University

SWS-South Business Meeting

[Meeting]

11:30am-12:45pm

Forum G

SATURDAY, APRIL 9

Session 124

Multiracialities [Paper Session]

8:30 am-9:45 am

Ballroom 12

Organizers: David L. Brunsma, Virginia Tech; Jacob Robinson, Virginia Tech

Presider: hephzibah strmic-pawl, Manhattanville College

Session 146

Sex, Gender, and Sexuality in Digital Spaces
[Paper Session]



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).

Members' Recent Publications

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.

Race, Gender, and Class

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

Racial and Ethnic Minorities

Woody, Doane. 2021. "Theorizing White Nationalism: Past, Present, and Future." Chapter in *White Supremacy and the American Media*, edited by Sarah Nilsen and Sarah Turner; New York: Routledge.

Woody, Doane. 2021. "From the 'Beginning:' Anglo-American Settler Colonialism in New England." *Genealogy* 5:97. Special issue on Critical Settler Family History.

Sex and Gender

Deshotels, Tina H., and Craig J. Forsyth. 2021. *Gendered Power and Exotic Dance: A Multi-Level Analysis*. London: Routledge. DOI: 10.4324/9781003030348

Leap, Braden, Kimberly Kelly, and Marybeth C. Stalp. Forthcoming 2022. "Choreographing Social Reproduction: Making Personal Protective Equipment and Gender During a Neoliberal Pandemic." *Gender, Work & Organization*. <https://doi.org/10.1111/gwao.12807>

Sociology of Culture

Rughiniş, Cosima and Michael G. Flaherty. 2022. "The Social Bifurcation of Reality: Symmetrical Construction of Knowledge in Science-Trusting and Science-Distrusting Discourses." *Frontiers in Sociology* 7:1-19.

Sociology of Mental Health

Fennell, D. 2022. *The World of Obsessive-Compulsive Disorder: The Experiences of Living with OCD*. New York: NYU Press.

(Continued on page 20)

New Positions/Promotions, Recent Awards, Grants/ Fellowships, and Retirements

Marisela Martinez-Cola, JD/PhD, Assistant Professor at Morehouse College, was awarded a National Endowment for the Humanities (NEH)-Mellon Fellowship for Digital Publication for her project titled *The Bricks before Brown v. Board of Education: A Digital Map*.

Emily Landry, PhD, has been hired by Washington & Lee University in Lexington, VA, as a visiting assistant professor.

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.



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.

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 enduring themes like (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, such as (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 **Aug. 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 feel free to contact Kelly Underman at kelly.underman@drexel.edu.

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR PAPERS

School's a Mess: Pandemic Public Schooling

An Anthology, coedited by Dr. Sandra Faulkner and Dr. Sarah Rainey-Smithback

Parents are not okay. Education was already a hot mess before Covid-19. We didn't think it could get worse. It did. This anthology is about witnessing the trauma parents experienced around schooling since the pandemic.

The pandemic has been stressful for everyone, but for parents, tasked with the care and wellbeing of our children, the trauma has been deep and specific, and ongoing. Suddenly in March 2020, millions of us were tasked with helping our kids finish the school year virtually, at home, serving as an untrained liaison between teacher and student. But we're not just any teaching assistant, we're their parents, the people kids can show all their warts to and still be loved, and most of us also had to figure out how to continue to work. That spring, we thought virtual schooling at home was a temporary blip, something to survive. Two years later, still dealing with decisions around in-person schooling versus virtual learning, masking in the classroom, and other Covid-19 worries and restrictions, we're weathered, but wiser.

The only way to heal and forge forward is to give voice to our worry about our kids' health and safety, the exhaustion of managing work from home with homeschool, frustration with school policies, and our collective anxiety about how our kids will fare in the future. We hope such public witnessing can help heal our PTSD, or at least move us along the path. But we also hope that making visible our traumatic experiences of parenting children and dealing with schools can help change our educational priorities and policies. Before the pandemic, schools were underfunded and over-governed. Politicians have pushed steadily for standardized testing and bureaucratic policies, despite decades of educational research that show such strategies are antithetical to real growth and learning. Teachers are underpaid and asked to do increasingly more with packed classes and few resources. The pandemic only exacerbated all these problems. We need to demand change, not only for the kids and the teachers, but for ourselves.

We seek short stories, reflections, and poetry from parents about surviving pandemic schooling for an upcoming anthology. We want to hear your struggles, your fears, your defeats, but also your stories of survival. Topics may include:

- Managing (and mismanaging) working and schooling from home
- The horror of school board meetings, anti-mask protests, and anti-vaxers
- Impossible decision making; balancing safety concerns
- Children revolting; battling fatigue; how to teach your kids and still love them
- Chasing the wifi; managing the demand for internet and computers against poverty and rural isolation
- Hierarchies of risk, disability and Covid-19 and protecting "all kids" in the classroom; IEPs and virtual schooling
- Managing the guilt of a generation academically behind

(Continued on page 23)

ANNOUNCEMENTS AND SOCIETY NEWS

(Continued from page 22)

- Working with teachers and administrators

Please send submissions and inquiries to the coeditors [Dr. Sarah Rainey-Smithback](#) and [Dr. Sandra Faulkner](#) with “School’s a Mess” in the subject line. Deadline for submissions is **April 1, 2022**.

CALL FOR PAPERS

The Journal of Social Encounters

Special issue on Extractive Politics, Conflict, and Peacebuilding

In May 2021, in his closing remarks for the Global Roundtable for Transforming Extractive Industries for Sustainable Development, UN General Secretary António Guterres called on the attendees to address the endemic human rights violations, poverty, and ecological destruction caused by the global exploitation of a “resource curse.” Guterres railed against the suffering and inequities experienced by vulnerable developing countries at the hands of a lucrative and politically powerful global industry. He then set forth a proposal of mechanisms for redesigning the global industry to be organized more equitably and sustainably.

Indeed, the phenomenon of the “resource curse” has long concerned peace and conflict scholars. The concept underscores a paradoxical relationship between nations’ wealth in the natural resources foundational to the international economy—timber, minerals, precious metals, and agriculture—and the violence that accompanies resource extraction (Calvão et al. 2021; Benner and Soares de Oliveira 2012; Carbonnier 2011; Engwicht and Ankenbrand 2021; Lujala and Rustad 2012; Maconachie 2016; Omeje 2008).

The international community has given greater attention to this dynamic in recent years, and new policy approaches have institutionalized an international “procedural turn” with transparency in extraction agreements presented as one main mechanism for good governance (Hauffler 2010). Still, in-depth case studies have found legal and international institutional initiatives unhelpful to building peace and security on the ground, in part because much also depends on the response of local governing institutions, institutions embedded in complex political economic histories (Torres Wong 2019). Many of these arrangements have served to legitimize new inequities, displacements, and violence, even when peace agreements are in place (Cohn and Duncanson 2020; Cusato 2021; Krause 2020; Mitchell 2021; Mosquera-Camacho and Marston 2021; Paarlberg-Kvam 2021; Schouten and Miklian 2020).

Studies explore aspects of the nexus between profits and harm in cases around the world, identifying both latent and manifest conflicts at extractive sites (Gallo-Cruz and Remsberg 2021; Montevecchio and Powers 2021) and the special disadvantages caused to war-torn economies, women, indigenous, and minoritized peoples (Acuña 2014; Aragón and Rud 2013; Coryat 2015; Gallo-Cruz and Remsberg 2021; Kotsadam and Tolonen 2015). So persistent is this dynamic, its

(Continued on page 24)

ANNOUNCEMENTS AND SOCIETY NEWS

(Continued from page 23)

violence and suffering have become an expected outcome in the “extractive age” (Shapiro and McNeish 2021). Activists and scholars concerned with “environmental justice” have documented the many ways the health and well-being of communities has declined in the face of resource extraction projects that have left them with economic and political instability and exigent health problems (Carrington, Hogg, and McIntosh 2011; Fowler 2010; Munro 2012; White 2013).

Even as movements innovate multi-scalar approaches to distributive, recognition-based, and participatory justice (Urkidi and Walter 2011) and draw on strategic linkages across transnational networks (Bandy and Smith 2005), ecological conflicts surrounding extraction, transportation, and waste disposal continue to grow (Martinez-Alier et al. 2016). On the one hand, organizers and communities in crisis have devised creative forms of participatory democracy in community-based land management (Lynch and Talbott 1995; Ostrom 1990). They have fought back to secure property rights and protections for access to and the integrity of their local natural ecosystems (Brosius, Tsing, and Zerner 1998; Li 1997; Torres-Wong 2019). On the other hand, the global scale of defeated protections and habitat destruction far outweighs these wins (UNEP 2022).

Market-thinking so dominates the diverse and intersecting fields of human communities and natural environments that the way to “save nature” is also conceptualized through the market (Zerner 2000). Further, a new era of decarbonization policies will necessitate a rapid expansion of extractive industries. These ventures, too, have been shown to cause more environmental and human problems (Allan et al. 2021; Dunlap 2017; Kröger 2020), harking back to now classical critical statements decrying an entrenched colonial “accumulation model” of extractive othering (Mies 1986) that has suggested the very idea of “sustainable development” in formerly colonized countries improbable (Rist 1997). As of late, scholars have uncovered preemptive measures to use public relations to cover up human displacements and environmental destruction and, in response, urge the international community to take a stronger stance against extractive industry and invest instead in degrowth strategies to support sustainability and peace (Dunlap 2021). What knowledge can peace scholars offer to illuminate the way forward?

In this special issue of *The Journal of Social Encounters*, we will bring together scholarship exploring contemporary developments in extractive politics, conflict, and peacebuilding. We welcome papers that address any of the following themes:

- How have the social, political, and cultural geographies of extractive industry, conflict, and peacebuilding changed in the last few decades? How are they changing now? How have peacebuilding strategies developed to address these particular kinds of conflicts? In what ways have peace agreements addressed extractive politics and with what effects? In what ways do peace efforts encompass both human and non-human rights and interests?
- What roles do different kinds of stakeholders and advocates play in extractive politics, conflict and peacebuilding and with what effects, including (but not limited to) local and international governing institutions, industry leaders, social and humanitarian aid workers, movement organizers, the church and religious authorities, women, indigenous, and minoritized peoples?
- In what ways have social movements been successful in supporting local communities

(Continued on page 25)

ANNOUNCEMENTS AND SOCIETY NEWS

(Continued from page 24)

against displacement, exploitation, corruption, and social and ecological harms? What other advocacy mechanisms and forms of organizing have been adopted and with what outcomes? In what ways does the environmental justice movement in the Global Core advocate for or fail to account for the realities of extractive industries in the Global Periphery?

- How have international relationships helped or hindered peacebuilding in areas targeted by extractive industries? What roles do NGOs play in this process? What can countries economically dependent on extractive industry expect from the international peacebuilding community in the coming decades?
- In what ways has the “procedural turn” in global extractive politics shaped conflict, conflict resolution, and peacebuilding?
- What does the push for the rapid development of “green” technologies mean for the future of extractive politics, conflict, and peacebuilding? How do the exigent changes posed by climate crisis and ecological decline affect the extractive industry, conflict, and peacebuilding arena?

Please send an abstract of 300-500 words to sgallo@holycross.edu by **April 25, 2022**. In addition to the abstract, please include a title, keywords, institutional affiliation, and email address. First full paper drafts will be due by **September 15, 2022**. The issue will be published in March 2023.

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.



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.

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

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

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

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

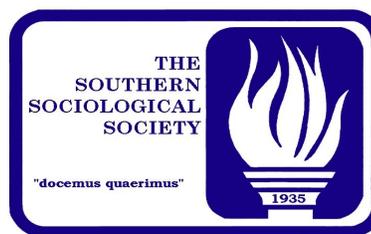
Membership classes and annual dues are as follows:

Sustaining.....	\$120.00
Regular	\$60.00
Emeritus.....	no cost
Student	\$25.00
Department.....	varies by institution type

Dues, subscriptions, membership inquiries, and address changes should be addressed to:

Dr. David L. Brunσμα
Executive Officer
Southern Sociological Society
560 McBryde Hall (0137)
Blacksburg, VA 24061

Pay online at <https://www.cart.southernsociologicalsociety.org/>



THE SOUTHERN SOCIOLOGIST

Nadya Vera, Coeditor
PhD Student
University of Tennessee

James N. Maples, PhD, Coeditor
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 by the publication deadlines below.

The editors reserve 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

