

The Southern Sociologist

The Newsletter of the Southern Sociological Society

Volume 54

Number 1

Summer 2022



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From Society President Earl Wright II, PhD

Happy summer, SSS friends!

Since accepting the gavel at the 2022 meeting in Birmingham I have been overwhelmed by the fact I was deemed worthy by my peers to serve in this historically significant position. Since its founding SSS has been led by prominent and respected leaders and been at the forefront of discipline-shaping and policy-impacting scholarship. To follow the legacy of Charles S. Johnson, first African American president of a major professional sociology organization (1946), Adia Harvey Wingfield, first (and long overdue) African American woman president of SSS (2021), and my late mentors who were also SSS presidents Charles U. Smith (1975) and John Moland, Jr. (1996), is a great honor that words cannot adequately express.

It is a privilege to lead an organization whose region includes significant research contributions from sociologists at HBCUs like Atlanta University (now Clark Atlanta University) that comprised the first American school of sociology, Tuskegee University that established the nation's first applied rural sociology program, and Fisk University that was a leader in applied sociology and race relations during Jim Crow. We all should be proud

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From Society President Dr. Earl Wright II, continued

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Earl Wright II, PhD

of the rich history of this organization and motivated to continue its legacy as we, the personification of SSS, are engaging in high-level teaching and research that is impacting the discipline and beyond.

I am happy to report that the Executive Officer, Local Arrangements Committee, Program Committee, and I are working diligently to make the 2023 in-person meeting a smashing success. The 2023 meeting will be in Myrtle Beach, South Carolina March 29–April 1 at the Sheraton Myrtle Beach Convention Hotel.

The hotel is only a few blocks from the Atlantic Ocean and close to all sorts of family-friendly activities you and your loved ones can enjoy when not attending sessions.

Local Arrangements Committee Co-Chairs Stephanie Southworth (Coastal Carolina University) and Matthew Wilkinson (Coastal Carolina University) are putting together a list of exciting things for us to do beyond soaking our feet in the ocean. The activities for adults and families include visiting the [African American Cultural Heritage Trail](#), [Funplex](#), [Broadway Theater](#), [Ripley's Aquarium](#), and [Broadway Grand Prix](#).

Program Committee Co-Chairs Anita Bledsoe-Gardner (Johnson C. Smith University) and DeMond Miller (Rowan University) are working tirelessly to develop an impressive array of sessions that will feature non-academic and academic topics, research- and teaching-centered discussions, as well as substantive debate on how we can apply sociology in a world that can benefit from our informed voices. Although I am anxious to do so, at this moment I cannot announce this year's keynote speakers. I will only say that you will be pleasantly surprised when the call for papers is released this fall and their names announced. You will want to arrive early to these talks to make sure you have a seat!

The theme for the 2023 meeting is, "I Will Find A Way or Make One!: Embracing and Advancing the American South's Tradition of Sociological Innovation and Scholar-Activism." This theme is an invitation to those located in or engaged with research on the American South to show how their work continues the efforts of early Southern sociologists to impact the discipline through theory, methods, and substantive topical areas including, but not limited to, gender & sexuality, health & medicine, race, regionalism, and rural sociology. We welcome your participation as we celebrate this region's past and, more importantly, *map the discipline's future* through dynamic research that engages with "everyday people" in ways that address the many challenges facing this nation and world.

Through my research I've learned that the American South has long been the bellwether for

From Society President Dr. Earl Wright II, continued

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this nation's future direction(s). Let us, as Southern sociologists, again meet the challenge of using science to confront the pressing issues of this moment and lead the way toward societal transformations that positively impact the life chances and life outcomes of our fellow Americans. This is our legacy. This is our charge. This is our responsibility!

Again, it is an honor to serve as SSS President and I look forward to seeing you in Myrtle Beach, SC!

Earl Wright II, PhD
Rhodes College
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Letter from TSS Editor Nadya Vera

Dear SSS Members,

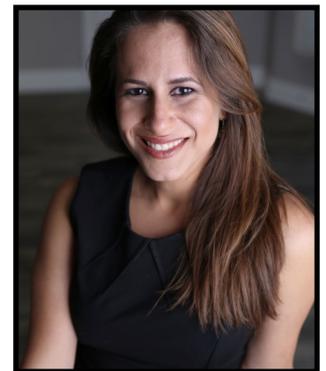
I hope that you are having a restful and productive summer season. Dr. James Maples has left some big shoes for me to fill and although I am up for the challenge, I also need your input.

As TSS is meant to serve an archival role, my focus tends to be on what sort of information can capture a sort of general social climate, particularly how national and international events affect us regionally and vice-versa. The overturning of *Rowe v. Wade* last month—and Clarence Thomas's concurrence in particular—make it a worrisome time for those of us concerned with drawing attention to the ways in which these decisions disproportionately affect those who are marginalized. However, I also take solace in knowing that we sociologists are especially qualified to do so—so keep on doing the good work that you do.

Here is where *you* come in: If there is something about SSS that you would like TSS to share, [please let me know](#). If you have an idea for a column or think a particular perspective is missing, I encourage you to speak up, for I'm all ears. I have already had a request for "SSS by the numbers" information and am in talks with someone to develop a public sociology column. I look forward to meeting many of you in the future—and please send those ideas my way.

Sincerely,

Nadya Vera
University of Tennessee



Nadya Vera

Graduate Student Editors On the Move

TSS offers a profound thank you to our graduate student editors for their service during the 2021-2022 academic year and wishes them all great success.



Jason D'Amours

From Jason D'Amours: I'm so happy to have served as a Graduate Student Editor for the past two years—it always brought me joy to compile announcements from our fabulous members and share them with you all! I'm equally excited to pass the baton to my colleague, **Skyler Bastow**, a doctoral student here at Florida State University, as I move on to focus on my dissertation, which explores the intersection between knowledge production and inequality in the contemporary response to HIV/AIDS. I look forward to connecting at the 2023 annual conference!



Olivia Johnson

Olivia Johnson, a PhD candidate in sociology at Emory University, has accepted a pre-doctoral fellowship at the James Weldon Johnson Institute for the Study of Race and Difference at Emory. Her dissertation will examine the connection between Black motherhood and national identity.



Rachel Sparkman

Rachel Sparkman is entering her fourth year as a doctoral candidate in sociology at Florida State University. She is currently working on a dissertation that explores industrial shifts during the COVID-19 pandemic for rural workers. She is also a Graduate Research Assistant for NORC at the University of Chicago working on survey development and data analysis of the General Social Survey.



Tyler Bruefach

Tyler Bruefach is a doctoral candidate of Sociology at Florida State University. His research broadly examines the intersections of early life contexts, psychosocial resources, health, and well-being over the life course. His dissertation specifically explores racial differences in the relationships between psychological resilience and physical health in early adulthood, and how unequal health returns might reflect structural inequalities in adolescence. Tyler also works for Knowli Data Science, a Tallahassee-based research, analytics, and consulting company. He expects to pursue a career grounded in research, in both academic and applied sectors.

Graduate Student Editors On the Move

TSS welcomes our 2022-2023 graduate student editors!



Michaela D. McMillian Jenkins

Michaela D. McMillian Jenkins is a Sociology PhD student at Emory University. Her primary research interests are ethnicity, race, citizenship, organizations, and education. Particularly, she considers experiences of intragroup variation, especially when differences are invisible to those outside of the group.



Skyler Bastow

My name is **Skyler Bastow** and I'm a second year in the Sociology PhD program at the Florida State University where I focus on Health, Life Course Outcomes, and LGBTQ+ lives, particularly around the transgender and gender nonconforming community. I consider myself a mixed methodology researcher and plan to implement both into my dissertation. Currently, I am also a Graduate RA for FSU's [REACH program](#) at the College of Medicine, where I am part of the program evaluation team.

Prior to attending Florida State University, I attended The University of Oklahoma, where I was a [McNair Scholar](#) and graduated Summa cum Laude with my Bachelor of Business Administration and Master of Accountancy.

I was raised in Oklahoma for most of my life before moving to Florida. I've got one dog named Ahri who is three years old, who I have doted on since I got him at 8 weeks old. My hobbies include working out, video games, table-top games, and the occasional fiction book. I am a collector at heart but instead of stamps or coins, I collect Pokémon cards, so feel free to talk to me about anything you collect!

SSS 2022 | BIRMINGHAM, ALABAMA

April 6-April 9, 2022

SSS 2022 Photo Recap



SSS2022 President Stephanie Bohon (center) with Co-Program Chairs Carmel Price and James Maples



Stephanie Bohon and Cameron Lippard



Earl Wright II and Stephanie Bohon

Congratulations to SSS 2022 Award Recipients

Kiersten Havenour, Duke University

2022 Howard Odum Award

Best Graduate Student Paper:

“Jury Deliberation Processes: The Effect of Gender and Emotion on Social Influence”

Mariposa Deutsch, Centenary College

2022 Howard Odum Award

Best Undergraduate Paper:

“From PATRIARCHY to PATRIarchy: Exploring Gender Transformations in Religious Ex-Cult Members”

Shannon N. Davis, George Mason University

Martin L. Levin Distinguished Service Award



Promoting Critical Thinking by Applying Teaching Flexibility during COVID Crisis

Jing Zhang, Sociology Instructor

“Success is a journey, not a destination. The doing is often more important than the outcome.”

---Arthur Ashe

The primary purpose of this teaching note is to discuss how to promote critical thinking in sociology courses by manipulating teaching flexibility during the challenging pandemic period. This teaching note is based on the teaching practice at Midway University, which is a 4-year private university located in Kentucky. From the Spring 2022 semester, Midway University resumed most courses in a face-to-face format. Still, the burnout of both students and instructors was inevitable due to fatigue from the long-time fight with COVID. Therefore, to stimulate the desire to learn and create a more vibrant and engaging learning environment, I experimented with a new pedagogical method: a group paper project in two of the sociology courses I teach, Principles of Sociology and Social Problems.

The main design of this group paper project is to turn an individual paper assignment into a group discussion and evaluation process, both in the stages of creation and reflection. This transformation not only promotes several central characteristics of a relationship-rich education, including critical thinking, learning autonomy, peer collaboration, and teamwork skills, but also eases the stress of paper writing and the anxiety of failing the paper assignment. The main paper requirement for both of my sociology courses is to apply three sociological paradigms to a specific social issue analysis.

Instead of asking students to turn in an individual paper on this work, I break the class into several five-member groups. Each student in these groups will be responsible for one principal part of the paper. This group paper project starts with the group members deciding which social issue or topic they would like to write about in their first discussion session. After identifying the particular social topic, they move to the next stage of literature reviewing. For that class period, I meet all my students in the school library, and each one of them finds one reliable academic resource, a research paper or a related book, to summarize. I require at least three reliable academic sources for each paper project, so each group dis-

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cusses on which three or more research sources they would like to include in the literature review portion. After this class meeting, each group will have one representative, a “literature officer,” to report their research results and I offer them the according feedback and revision suggestions.

For the next class, three of the remaining five group members focus on the definition and application of three main sociological paradigms. I designate each of them as the Structural-Functionalist, the Social Conflict theorist, or the Symbolic-Interactionalist of their Group. After the groups’ collaborative work, one team member gives a comprehensive presentation on their projects. Each student from a group is only responsible for one main task, so there are three paradigm preparers and two presenters from different stages. All group members receive the same letter grade for their paper project.

The last, but not least, important part of this project is a peer-review grading process. After each paper project report, all other groups offer feedback and evaluation according to the paper rubric. Five main categories comprise the peer-review process: 1) comprehensive understanding and application of three sociological paradigms, 2) factual content based on a solid research foundation, 3) original and critical thought, 4) clarity of the presentation, and 5) reliable academic resources. This grading procedure is achieved through a whole-class discussion and peer review instead of simply giving the other projects a grade.

After my first semester of this paper assignment experiment, I have a couple of reflections to share. First, I would like to introduce the motivation for this experiment. The most significant reason to implement this assignment framework is to challenge and transfer the traditional fixed mindset to a growth mindset in the students’ paper writing assignments. In a conventional and authoritarian teaching platform, the professor is always the sage on the stage and also serves the classroom role as an absolute authority, which roots the ground of a fixed mindset on paper writing. This fixed mindset of academic writing is demonstrated in a belief that I am either a good paper writer or not a good one as a student. The most disadvantageous influence of this rigid mindset is that some inexperienced college students give up on their writing goals and apply plagiarism instead. The problematic core of this fixed mindset on paper writing is that these students do not understand that it takes a great effort to craft, write, and revise a paper, even for good writers. Writing is a conversation and reflective process instead of an unmodifiable and fixed ability. Through implementing this group project, my students can develop a growth mindset on college paper writing. No one is born to know how to write high-quality papers. Instead, we can all learn from each other and polish our work through attentive listening, immersive discussion, and a peer review process in a mutually-supportive classroom atmosphere.

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Sociology instructors can create this “growth mindset” classroom environment by using process-oriented language when discussing writing assignments and other learning tasks. “It’s not the destination, it’s the journey” by Ralph Waldo Emerson is the best illustration of a “flow learning” experience. A flow learning experience is an intensely engaging experience that occurs when students interact with the course materials in such a way that their concentration is focused on the task at hand, leaving less or no attention to think about irrelevant issues, and that the sense of time is distorted while completing the task (Kyei-Blankson, 2015). This transition of the mindset not only establishes and reinforces the writing and presentation confidence and learning desire of my students (according to their subsequent qualitative feedback), but also normalizes and encourages help-seeking, from both classmates and course professors, as a strategy for academic growth, learning, and development.

Second, this group paper project is an initial attempt at “ungrading” methodology. Ungrading, or being gradeless, is a part of progressive education reform. Ungrading is any change that moves student focus away from grades and onto learning, and it can take a lot of different forms (Blum, 2020). As a sociology instructor, I am not ready to fully revise my whole course to begin experimenting. Replacing the individual paper assignment with the group paper project was the first step toward an ungrading approach.

The qualitative feedback from this experiment overwhelmingly indicated a positive experience. Students saw this group paper project as a practice that fosters intrinsically-motivated learning, reduces stress, and engenders a greater sense of trust and collaboration between students and instructors. I have encouraged my students to take advantage of the flexibility this group paper project offered to them and explained this pedagogical approach explicitly to them at the beginning of the semester, as most students are largely unfamiliar with the concept of ungrading and its variable methods.

I emphasize the importance of the paper rubric while they are conducting peer evaluation, as I expect my students to understand how I grade any paper as an instructor. By doing so, my students can play multiple roles in this learning process, both as paper writers and paper graders, which reduces their stress and improves their college performance as a whole. Returning repeatedly to the critical question of “why” you are learning the material or performing particular academic tasks, the answer is never to get a good grade only, but to enhance and better the learning experience, which leads to more desirable learning outcomes. While promoting this new teaching approach, being culturally responsive and adapting accordingly to the various teaching style and subject content should also not to be neglected.

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In conclusion, we, as instructors, can adopt multiple teaching flexibility approaches to adapt to this pandemic crisis. Adapting course policies, such as moving due dates, modifying assignments or curriculum, and accommodating students' needs, for instance, allowing for Zoom attendance, coffee shop class, etc., are some workable solutions.

Mindful pedagogy enables us to educate our students from a more holistic perspective (Guzzardo et al., 2021; Vigil, 2021). They are not just knowledge seekers, but also a torch that needs igniting.

References

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Ungrading: Why Rating Students Undermines Learning (and What to Do Instead), Susan D. Blum, West Virginia University Press; 1st edition, 2020

Guzzardo, M. T., Khosla, N., Adams, A. L., Bussmann, J. D., Engelman, A., Ingraham, N., Gamba, R., Jones-Bey, A., Moore, M. D., Toosi, N. R., Taylor, S. (2021). "The ones that care make all the difference": Perspectives on student-faculty relationships. *Innovative Higher Education*, 46, 41- 58, doi: 10.1007/s10755-020-09522-w

Transforming Education: Using the Connectedness Cycle as a Framework for Instruction, Kim Vigil, Murray State University, 2021



**Teaching
Corner Editor**

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

Sociologists for Women in Society-South (SWS-S) Archivist/Historian **Dr. Sarah Rogers** discusses a new project that is capturing the history of the organization. Dr. Rogers talks about the origins of the project and the implications of the project for the future of SWS-South.

Ashley Stone: I appreciate you for making time to do this interview about the archival project! Tell me about yourself and your role in SWS-South.

Sarah Rogers: I am a full-time Instructor at the University of South Carolina in the Department of Criminology and Criminal Justice. I got my degrees in sociology from Mississippi State. I've been a member of SWS Nationals since 2014 or 2015, and then SWS-South shortly after, so maybe 2017. The Archivist/Historian is an interesting position that serves at the behest of the President of SWS-South. A call went out a year or so ago asking who wanted to fill this role. I was like, "This sounds like so much fun!" So, I sent my information to Ashley Vancil-Leap who is Vice President and here I am! Essentially, the task at hand is to get the history of SWS-South on paper. There's a lot of history in the organization. It started in the late 1970s, and we're piecing it all together. We have decades of stories, of information, and it's not collected in one place.

Recently, the leadership team of SWS-South had an anti-racism workshop. One of the many things I took away from the workshop related to my position in SWS-South, is the importance of oral histories projects. I thought that it would be incredibly useful to use in this SWS-

South research. I first sent out an email to a couple of people whom I know are longtime members. We then sent a notice out in the SWS-South newsletter, just saying "Hey if you want to talk to me, I would love to hear from you." I had no idea what I was going to find. But, among our longtime members, we've had hours-long conversations; they have so many stories to share. And they share people's names with me who I should reach out to, so it's kind of like snowball interviewing.

AS: Thank you for giving such a great overview of the project! What have you found so far through this archival project?

SR: One thing that was really important for me to ask, especially after participating in the anti-racism workshop that we did, was how SWS-South has addressed or if we haven't addressed the lack of diversity among membership over time. Hearing stories from people who've been members essentially since SWS-S started is that it lacked diversity regarding race and ethnicity in the beginning because they were essentially recruiting members from the Southern Sociological Society (Southerners), which at the time—the late 1970s and early 1980s—also wasn't diverse. And so, that was a small pool to draw from, and then, as the population of POC (People of Color) sociologists got larger within Southerners, then we started getting more and more racially and ethnically diverse members in SWS-South. I still feel it's an issue that we need to address more head-on. I think learning from these stories and what's worked and what hasn't worked is really going to be helpful for us

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going forward in making SWS-South as diverse and open as it possibly can be. I've already learned a lot from the six interviews I've done.

AS: That's so interesting. it sounds like you're getting more of this history but also thinking about how these narratives can be used to inform how the organization can move forward in the future.

SR: Absolutely. I think this project started out as getting dates for a timeline kind of thing. Getting names of as many members as we can think of, as many Presidents, Vice Presidents, all the leadership from the beginning to the end. Although I do think that that's still really important, I think these stories are more of a way to navigate moving forward in SWS-South and engaging with longtime members who may have not been as involved in recent years. Or learning what they did to amp up membership in SWS-S. For example, one past SWS-S member in the 1990s went down the membership list for Southerners—every single person listed in the directory—and if they lived in a southern state, contacted them to see if they wanted to join SWS-S. If they did not want to join, asked why, and then tried to tackle that issue. So, I think that that is amazing. That is something we could totally do today, and I think it would make a huge difference.

AS: That's an interesting and effective strategy.

SR: I'd love to do that next. I think this history project is going to take a while. But I definitely think that's something the new Membership Chair and I could work on together is using this

longtime member's knowledge of how she grew the membership in the two years that she was tasked with that.

AS: In talking about the next steps, this is what we do—we're researchers and we figure out what works best. And you've been thinking about how you can apply the skills that you have to this project and then make tangible change within the organization—which is great! So, we've talked about future directions for this project regarding research and understanding what's keeping people from being engaged with SWS-South. So, are there any other future directions you can see for this project?

SR: Baker Rogers, past president of SWS-S, and I have talked about this and several of the people I have interviewed have mentioned publishing on this project. Using this oral history project and modeling what we learned in the anti-racism workshop to provide a framework for other organizations. We are qualitative researchers, so definitely using the quotes and stories from the people that I interviewed, but to tell this larger narrative of how history informs policy today or how it *should* inform policy within SWS-S and SWS national.

AS: That would be great because while it can certainly have implications for SWS-South, it is also applicable and can serve as a model for other organizations. There is so much that can come from all of this, which is what makes it exciting.

SR: Well, I think it's hard for anyone, individual or group, to address downfalls or address

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mistakes made. I mean, it's not comfortable to admit mistakes, but I think is 100 percent necessary to say, for example, "We shouldn't have done that." And to ask "How have we tried to address that?" Or "How have we corrected it?" Or "What should we do to correct it?" So, it is uncomfortable, and nobody wants to admit that we're not perfect as individuals or groups, but I think acknowledging that, as you know, is definitely necessary to move forward.

AS: Definitely! So, you've talked about the project, future directions, and the progress you've made. What impact do you want the project to make?

SR: From an organizational standpoint, I want this project to be carried forward—keeping better records. It should be known what, for example, Coffee for a Cause is (an event that we do to raise money for a local charity wherever we're holding a conference). That event holds some of the best memories that longtime members have had and brought up in our interviews. I would love to have a list of all of those charities we've helped. Where did that money

go and what did we support in the community? What does that money do for racial and ethnic equity in communities? Or how has it impacted LGBTQ programs within the community? Essentially, where have our foci have been over the past 20 or 30 years? As an organization, we need to keep better records. So, I hope that keeps going. I think being reflective is helpful for any organization. I think that for SWS, SWS-South, or any organization, having a tangible reminder of who we say we are is important for progressing.

Also, we have so many current members who no longer live in the south that Southern and SWS-South was their home while they were in graduate school, or maybe it was their first faculty job, and that they continue coming to our conferences because it's so important to them. Those are the people's stories that I want to hear—what did we do right that keeps you coming back 20 years later?

If you are interested in participating in this SWS-South oral histories project, please contact Dr. Sarah Rogers at sr51@mailbox.sc.edu.



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).

ANNOUNCEMENTS AND SOCIETY NEWS

Have an Announcement to Make?

Please submit to Graduate Student Editor Skyler Bastow (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.

The Southern Sociologist

Wants to Celebrate You!

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.

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

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

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

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

Membership classes and annual dues are as follows:

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

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

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THE SOUTHERN SOCIOLOGIST

Nadya Vera, Editor
 Doctoral Student, Sociology
 University of Tennessee

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

