

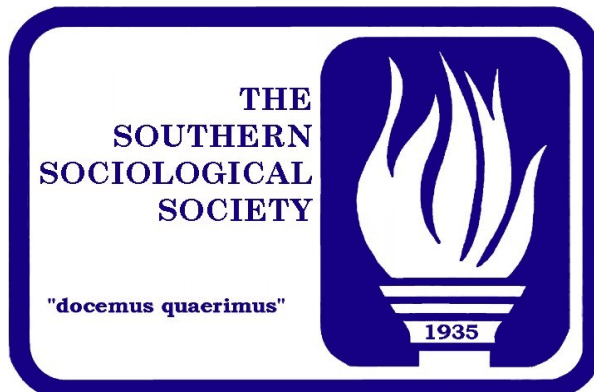
The Southern Sociologist

The Newsletter of the Southern Sociological Society

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From Society President Dr. Gayle Kaufman

Dear SSS friends,

I hope you are having a good fall semester! I am deeply honored to serve as president of SSS, an organization I have engaged in throughout the twenty-first century! I attended my first Southern Sociological Society conference in 2001 in Atlanta, while a newly minted assistant professor at Davidson College. Fast forward 22 years and I am still at Davidson and deeply appreciative of the community SSS has provided over the years.

I hope to follow in the footsteps of the many great presidents who have come before me. Just over the last decade, to be listed alongside Barbara Risman (2016), Eduardo Bonilla-Silva (2018), and Adia Harvey Wingfield (2021) is an unbelievable honor. I had the pleasure of having Earl Wright II (2023) pass on the gavel to me this past April. President Wright's keynote address on "HBCUs Got Something to Say: What Sociologists Can Learn from Black Sociology in these Troubling Times" was a highlight of the meetings in Myrtle Beach.

I, too, want to bring attention to an issue that resonates with me both personally and professionally and is important to both our sociological knowledge and broader public understandings and social justice. The theme for our 2024 conference is "Disrupting Binaries."

As I thought of this theme, I couldn't help but

(Continued on page 2)

From Society President Dr. Gayle Kaufman, continued

(Continued from page 1)



Gayle Kaufman, PhD

think of how people place themselves and other people into boxes. There are boxes for gender, sexual orientation, race, ethnicity, disability status, and on and on. Often, we create binary categories—men and women, gay and straight, white and non-white, people with and without disabilities, Global North and Global South.

Sociology has been a part of this, but sociology has also taught us that how we categorize and who we categorize is extremely meaningful. Especially now, amongst all the challenges we face, from what we teach about gender, sexuality, and race in the classroom to the rights and very existence of trans people, we must engage in sociology that dismantles biases, structures, and laws that do harm to people.

The theme of “Disrupting Binaries” is an invitation to sociologists exploring binary thinking and the many ways in which we place people into opposing categories. This lends itself well to issues of gender and sexuality, race and ethnicity, disability and health, aging and youth, rural and urban sociology, migration, globalization, and more. The conference, as always, is open to the full range of sociological research, teaching, social issues, and professional development. I am excited for the many ways in which you all will bring your ideas and energy to New Orleans.

The Executive Office, Program Committee, Local Arrangements Committee, and I are working as I write this to make the 2024 meeting a success. The 2024 meeting will be April 3-6 in New Orleans at the Sheraton New Orleans Hotel. We are excited to return to New Orleans for the first time in six years!

The Program Committee Co-Chairs are D’Lane Compton (University of New Orleans) and Hiromi Taniguchi (University of Louisville). They are working hard to create a program that features a variety of sessions focused on research, teaching, author meets curious readers (AMCR), applied sociology, and professional development for sociologists at all stages of their career.

The Local Arrangements Committee co-chairs are Heather O’Connell (Louisiana State University) and Kevin Smiley (Louisiana State University). They are excited to have us all visit New Orleans and are working to provide information and opportunities for learning about the local community as well as having fun activities for members and their families.

I am looking forward to seeing you in New Orleans in April!

Gayle Kaufman
Davidson College
[gakaufman@davidson.edu](mailto:gakaufman@ davidson.edu)

From TSS Editor **Nadya Vera**

Dear TSS Readers,

Welcome to the first *TSS* edition of the 2023-2024 academic year.

In an attempt to avoid burnout, I found myself needing to combine the Summer and Fall editions of *TSS*. Having the support of *TSS* Graduate Student Editors **Michaela D. McMillian Jenkins** and **Skylar Bastow** is typically an enormous help, but this time around I cannot emphasize enough how their service to the profession has been essential to me being able to fulfill my own service commitment. By the way, Skylar recently passed his qualifying exams at Florida State University, so please join me in congratulating him on this important milestone in the doctoral studies journey!

As the previous edition of the newsletter was released very closely to the 2023 Annual Meeting—and frankly, because it is so powerful—I am re-running “The Sociologist as Caregiver: Negotiating a New Reality in the Age of COVID,” **Dr. Hayward Derrick Horton’s** submission to Teaching Corner, for I continue to feel that *any* sociologist who teaches will benefit from it.

This edition of Sociological Impact features a fascinating conversation between **Dr. Ashley Stone** and **Dr. Jonathan Cox**, creator of the *YouTube* series the Race Scholar.

The purpose of *TSS* is to report the news, announcements, and information of interest to the profession and to serve as a medium of record for the SSS membership on issues affecting the profession. To be able to fulfil its mission, *TSS* needs the following support from its members:

- Graduate student editor dedicated to overall proofreading before publication. The ideal candidate is a stickler for grammar and has familiarity with ASA/Chicago style. This position has the potential to function as a transitional role for future *TSS* editors.
- Graduate student editor to write an advice column for sociology graduate students.
- Graduate Student Editor or PhD Editor in charge of requesting and vetting submissions for the Teaching Corner.

If you or someone you know would be a good fit for these opportunities for service to our profession, please have them reach out to me directly at nvera@vols.utk.edu.

Sincerely,

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



Nadya Vera, TSS editor

SSS 2023 | MYRTLE BEACH, SC

March 29–April 1, 2023



President Wright and Program Co-Chair Anita Bledsoe-Gardner smile for the camera.



President Wright speaks during the Historically Black Colleges and University Presidents' Panel.



Dr. Zandria Robinson of Georgetown University speaks during a Presidential Plenary.



Scholar Meets Legacy Organizer Anthony Jerome Stone Jr., poses along with President Wright, the honoree.



William Scarborough of the University of North Texas poses after being presented with the SSS Junior Scholar Award.



ThuyMi Vu Phung of Southwestern University poses after being presented with the Undergraduate Odum Award.



Attendees enjoy the presidential reception.



Duke University's Aidan Combs, winner of the Graduate Odum Award, and Lynn Smith-Lovlin, *Roll of Honor*, pose with their respective awards.



President Wright passes the presidency to President-elect Gayle Kaufman.

SSS 2024 | NEW ORLEANS

April 3-6, 2024

The Southern Sociological Society's Annual Conference

DISRUPTING BINARIES

President

Gayle Kaufman, Davidson College

Program Co-Chairs

D'Lane Compton, University of New Orleans

Hiromi Taniguchi, University of Louisville

Theme: Disrupting Binaries

People like to put themselves and other people into boxes. There are boxes for gender. There are boxes for sexual orientation. There are boxes for race, and boxes for ethnicity, disability status, and on and on. We see boxes for men and women, gay and straight, white and non-white, those with a disability and those without a disability, and so on. But an increasing number of people don't fit into any of these categories. Sociology has taught us that how and who we categorize is extremely meaningful.

All of this at a time when there are increasing attacks on people who do not fit neatly into the categories that have been constructed around gender and sexuality. From the U.S. House of Representatives to states across the country, there are hundreds of anti-LGBTQ bills. In 2022, 26 bills passed. So far in 2023, 80 bills have already passed. These bills target LGBTQ and particularly trans rights in schools, health care, public accommodations, and other civil rights.

The theme of disrupting binaries is an invitation to sociologists exploring binary thinking and the many ways in which we place people into opposing categories. This lends itself well to issues of gender and sexuality, race and ethnicity, disability and health, aging and youth, rural and urban sociology, migration, globalization, and more. We welcome submissions that touch on these topics or broader sociological research.

Submission Details

The SSS annual meeting is constructed entirely out of member submissions. Submissions are considered from the breadth and depth of the discipline regardless of the theme of the conference. There are four submission types: individual papers, poster presentations, full session proposals, and special sessions. To submit to SSS 2024, please visit our [membership portal](#).

Important notes: The information provided through the submission portal will appear exactly as it is entered (including capitalization) by the member. Therefore, enter your paper title, name, and affiliation as you wish it to appear in the program. Also, time slots

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April 3-6, 2024

are limited, thus, *participants may serve in no more than two presentation roles* (e.g., author of a paper, panel participant, workshop leader, poster presenter, and so forth). There are no restrictions on the number of times a participant may serve as a session presider or discussant.

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

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

3) *Full Session Proposals*: All full session proposals must include an abstract (max. 450 words) detailing the theme of the proposed session. This should include a brief description of the session's prospective broad appeal and/or connections with the 2024 meeting theme of Disrupting Binaries, if relevant. *All areas of sociology are welcome!* If the session is being submitted on behalf of an SSS Committee (or multiple committees), include this information in the session title. Additionally, you must include full details for all participants including submission title, submission type, abstract, three keywords, name, institution, email, and position. Participants include the presider and organizer, in addition to the presenters or panelists, and discussant, if included.

4) *Special Sessions*: Members can submit ideas for a range of other special sessions, including workshops, mini-conferences, and Author-Meets-Curious-Readers (AMCR), among others. AMCR sessions spotlight books with broad enthusiasm across SSS membership. AMCRs may be self-nominated and should include three to four potential "curious readers." Proposals for workshops on a range of topics like social change, pedagogy, methodology, networking, and publishing, for example, will be considered too. Proposals for AMCRs and workshop sessions should be sent directly to the program co-chairs for consideration and follow the guidelines described above under Full Session Proposals.

Members can also make a call for papers for a session. To do so, submit to "Sessions Seeking Papers," which will be updated and subsequently circulated as a digest on a weekly basis. If you see a session that you would like to join, you should email the person organizing the session (their info will be included in the weekly digest). The organizer will

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April 3-6, 2024

let you know if they will add you to their session, and if so, request your submission title, abstract, three keywords, name, institution, email, and position. They will then submit the full session for all participants in the session.

Submission Due Date: November 6, 2023

Submission and Registration Procedures

Anyone attending the meeting or listed in the program must be a current dues-paying member of SSS (with the exception of undergraduate observers and presenting undergraduate affiliates of SSS Departmental Members). All program participants (presenters, presiders, discussants, panelists, etc.) must also be registered for the annual meeting. Please note that conference attendees are strongly encouraged to pre-register for SSS 2024 on or before March 1, 2024. Those who register after this date will pay increased on-site registration fees. You may join/renew your SSS membership, submit abstracts, and pre-register for the conference from our website: <https://www.southernsociologicalsociety.org/>

Hotel Information

Book your room at the Sheraton New Orleans Hotel using this [link](#). Web-based reservations are preferred but you may also call (888) 627-7033 to reserve a room—simply mention that it is for the “Southern Sociological Society Annual Meeting.” The SSS conference rate is \$239 (single, double, triple, quad). The deadline for booking within the SSS Annual Meeting room block rate is March 14, 2024. However, the room block often fills up well before this cut-off date.

A Note About COVID

We are excited to plan an in-person 2024 conference. All those attending SSS will be required to follow any COVID 19-related protocols mandated by local authorities at the time of the meeting. We strongly recommend that attendees receive a COVID-19 vaccination or booster in advance of the conference. Mask use is optional but encouraged.

Please do your best to consider your own health and that of your colleagues. Depending on circumstances closer to our meeting in April, SSS Executive Committee may enact stricter protocols. Please direct conference program questions to program@southernsociologicalsociety.org. Questions regarding membership or registration should be directed to webmaster@southernsociologicalsociety.org.



The Sociologist as Caregiver: Negotiating a New Reality in the Age of COVID

By Hayward Derrick Horton, PhD | Professor of Sociology | SUNY-Albany

I got the news immediately upon my return from a professional meeting. My family waited until I got home so as not to disrupt my trip. Mind you, I was already experiencing some low-level depression from several tragedies of recent years: in 2014, we lost our oldest daughter; in 2016, I lost my father; in 2018, I lost my best friend, sociologist Cedric Herring. However, the news I got made it clear that I no longer had the luxury of being depressed: my wife was diagnosed with cancer.

My wife has multiple myeloma, a relatively rare form of cancer. This type of cancer isn't localized like for instance, lung cancer. This is a form of blood cancer that impacts every organ of your body. So along with an oncologist, she has a cardiologist, a nephrologist, an endocrinologist, a neurologist, a primary care physician, and an orthopedic surgeon (I'll explain later). Therefore, she generally had at a minimum four to five appointments per week. There were some weeks that there were as many as six.

Initially her chemo treatments were weekly. It seemed that we were fighting an uphill battle. This was reinforced by the body language of her oncologist. Try as he might, he could not give us a glimmer of hope. To look into his eyes, it was if we were on a death march. Nevertheless, we steeled ourselves. We prayed for the best and prepared ourselves for the worst.

Fortunately, we have a very close-knit family. My daughter and son-in-law live locally. It

was the four of us pulling together. Ironically, they moved back to our home one month prior to my wife's diagnosis in order to save money for a down payment on a house. Their being there in the beginning was a godsend. I couldn't imagine being able to shoulder all of the caregiving responsibilities initially. However, a little over a year later they closed on a house. They were still local, but the day-to-day responsibilities of caregiving were about to dramatically change for me.

Starting in December 2020 I became the primary caregiver, housekeeper, chauffeur, errand runner, dog care parent, and food fixer (I have too much respect for those with the know how to call myself a cook, but I can read a box as well as the next guy. Sidebar: my wife got pretty damn tired of eating "Shake and Bake" chicken!)

All of this was happening at the height of the COVID crisis. It complicated the caregiving process because we could not allow anyone outside of our family "bubble" into the house given my wife's compromised immune system. The irony is given the labor shortage, we wouldn't likely be able to hire anyone anyway. So, it was primarily on me.

A critical point in the process was during the Summer of 2021. That May my wife fell and broke her knee cap. The treatments she receives weakens the tendons in her legs, resulting in the fall.

That's where the orthopedic surgeon came into play. To avoid surgery, she had to have her leg in a brace for the entire summer. With

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virtually no mobility, it was up to me to help her in and out of bed and to and from the bathroom. The drugs that she takes for her treatment also function as diuretics, so we had to make on average, 20 bathroom runs in a 24-hour period. Often twice in a 30-minute interval.

During this period, my wife passed out in the middle of the night. We had her rushed to the emergency room which resulted in an eight-day hospital stay. During this period, my family took turns staying by her bedside. We had to make sure that she was getting the proper care. It's well known that black patients receive lower quality care than whites—even when they have excellent insurance.

I had to dress in my “professor’s outfit” every day and throw my title around. I eventually had to dress down the attending physician for “going through the motions.” Simply put, something was wrong with my wife neurologically. After the dress down, he immediately called for a neurologist and admitted that I was right. This is just a cost of being black: racism in hospital care. I teach about this in my “Demography of Black Community Health” senior seminar. It’s a shame that I had to experience this first-hand.

At this writing, my wife’s condition has significantly improved. And yes, her oncologist’s body language is positive, and amazement is in his eyes. My wife now has treatment once a

month. She is walking with a cane and looks and feels dramatically better. She still needs assistance with stairs, and I still have all of the jobs and responsibilities that I highlighted above. There’s no cure for multiple myeloma. She has regained some—but not all—of her activities. But, there’s optimism in our home where there was once only hope.

As you can imagine, this experience had a dramatic impact on my career. I haven’t been to a professional meeting in over two years. I’m rarely on campus. In fact, the pandemic had the advantage of allowing me to teach my classes online for two years. I also had to cut back on most of my professional obligations and activities. And, after a full day of healthcare duties, I rarely have the energy to write. I’ve had to take a deep breath, step back, and remember what is most important: the health and well-being of my spouse.

This experience has given me a deeper appreciation for caregivers. I always sympathized with them, but now I *empathize* with them. In fact, I’d like to start a support group for sociologists who are caregivers. I’m interested in helping others who are going through a similar experience. Together we can help each other, even if it’s only to provide a sounding board. As a community, we can uplift our colleagues who are experiencing the trauma and stress of caring for a loved one. Together we can make a difference. I can be reached at hdh@albany.edu. I look forward to hearing from you!

TSS is beyond grateful to Dr. Caliesha Comley for her outstanding service as Teaching Corner Editor. Dr. Comley is moving on to pursue new opportunities and the entire publications committee wishes her the absolute best! Dr. Comley’s research centers on women’s resistance against state violence through law and social movements.

Are you passionate about pedagogy? If so, please consider becoming the next TSS Teaching Corner Editor. For information, contact tss@southernsociologicalsociety.org.



Caliesha Comley, PhD

SOCIOLOGICAL IMPACT

For this edition of *Sociological Impact*, I spoke with Dr. Jonathan Cox, Vice President for the Center for Policy Analysis & Research (CPAR) for the Congressional Black Caucus Foundation.

At the time of the interview, Dr. Cox was an Assistant Professor at the University of Central Florida (UCF). In our conversation, Dr. Cox discussed why he began studying sociology and his online lecture series *the Race Scholar*.



To view Dr. Cox's video series *the Race Scholar*, visit <https://www.youtube.com/@drjmcox/videos>. Dr. Cox is also active on X (formerly Twitter) @j_mcox and has a professional website where you can learn more about his work at www.jonathanmcox.com.

Ashley Stone (AYS): *Dr. Cox, thank you for joining Sociological Impact for this interview! For our readers who may not know you, in your own words, who is Dr. Jonathan M. Cox?*

Jonathan M. Cox (JMC): Thank you for inviting me for this interview! In my own words, I am a scholar of race and racism. I think of myself as an educator, since my background is not in sociology—it's actually in education. My undergraduate major was a dual degree in Health and Physical Education, so I was certified to teach K through 12.

After being in that field for quite a while, I decided that was not for me. I need older people, so I got into higher education. I did a master's in Student Affairs after undergrad, and then went to work in that field for a while. I was an assistant director for an office of multicultural affairs for several years, and that process is what led me to sociology. I've always had an interest in issues of social ine-

quality, race, racism, etc., and so that's kind of what got me to study society.

Also, I feel like race is just one of the most important topics happening, and so it makes sense for me to really be interested in examining that. What I do now is study these issues with the hope of actually being able to do something about it, so I try to connect the work to actual praxis as well.

AYS: *You've had an interesting career path! You mentioned that after working in elementary schools, you decided to focus on working in higher education and in that setting you became interested in sociology. Tell us more about that.*

JMC: Yeah, I don't think I ever took a sociology class until I was in a sociology PhD program. Once I was looking at doctoral programs, I knew I did not want to do my degree in higher education because that field is very narrow. I like working with undergrads in regard to teaching, and there aren't undergraduate higher education programs. I didn't want to limit myself in that sense.

So, a friend of mine actually encouraged me to just look at a bunch of courses in different catalogs and see what classes interested me and see where they lie. A bunch of the classes I found interesting were in sociology. So then, as I read a little bit more about sociology and what it was, I realized that that's also kind of how I approach thinking about the world: Pursuing the understanding larger social systems and how people interact with one another. That's what led me to decide, yes, I could do sociology.

AYS: *So, you have outlined how you arrived at your broader interest in sociology. How*

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did you develop your interest in studying race and racism specifically?

JMC: I think for me, it was just the culmination of all my different experiences. I think, obviously, central to my interest is just being a Black man in America, and all the things that go along with that.

Where I grew up in Dayton, OH, it was an interesting place. It's really segregated. However, once I moved within the city limits around third grade, I was in a lot of Black spaces, but there were White students within those spaces as well. In elementary school and in high school, there were White people who were from working-class backgrounds, and so I think there was just a lot more similarity between them and the Black people that I was also around.

When I left Ohio after high school to go to college, the White people I interacted with in that environment were different. I thought to myself, I don't understand what's going on. So that made me start to think about my own upbringing, and that was something that led me to think about race, and the implications of race.

I also went to an HBCU for undergrad. Spending those four years at Hampton University—my home by the sea—I realized all the times before that I had been thinking about race, and I just wasn't aware of it as much because I didn't have to think about the fact that I was Black for four years.

I have a very vivid memory of looking at my skin one day walking around campus and thinking yeah, I'm Black. I just wasn't thinking about it. Literally, it wasn't a concern at all. And so I really enjoyed being in that space. After that, I went directly to Penn State for graduate school—which was the exact opposite experience.

AYS: *From Hampton to Penn State?*

JMC: Yes, to Penn State, which was probably the most difficult transition I ever made, because I grew up around White people. Also, my mom was a professor at a predominantly White institution, and I grew up on that campus. At Penn State, they were a little different, and they were the majority.

I remember being on campus for orientation in my first year and seeing the incoming freshman class leaving some kind of assembly and walking down a main street, and I all I could think was look at all these White people! The freshman class at Penn State was like 6000-8000 students. A part of me started questioning what I was doing there.

Even in my grad program, there was a White student who was from some Midwestern place and she was like 22 or 23 years old like me, and she said, you're the first Black person I've ever actually had a conversation with. That was new to me. So, all those different experiences, and obviously, the racism that I experienced as a Black person, made me really think that these are some things that I can really focus on and try to understand a little bit better.

AYS: *So, in thinking about Penn [State], you compared it to your high school experiences. You mentioned that the White people you knew in high school were different. In what way?*

JMC: Again, I think, largely, they were from working-class backgrounds. Dayton is very segregated, so there were areas of Dayton with all White people and areas where there are all Black people. But I think because of the working-class nature and the nature of Dayton public schools (which just weren't the greatest schools around) there was a certain level of interaction between Black and White people. My high school was around 50/50, Black and White.

People had their cliques and groups and stuff, but for the most part, people interacted across the color line. White people were so close to

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Black people because of their socioeconomic status. So, we interacted a lot, which, I guess doesn't happen in a lot of other places.

AYS: *And then you have this other experience at Penn [State].*

JMC: Yeah, where they were like, the White people who have never seen a Black person other than on TV. So that was interesting.

AYS: *So, you went to Penn [State] and had that experience. From there, where did you go?*

JMC: I started working at Wake Forest University as the Assistant Director for the Office of Multicultural Affairs.

AYS: *Was it at Wake Forest that you decided to pursue a PhD?*

JMC: Yes. I wanted to teach, and I discovered at Wake Forest that I couldn't teach for credit in the same ways that I could if I had a PhD. They were very adamant about that. At the time, I just had a master's degree, and so it wasn't enough.

AYS: *I see. So, after earning your doctorate, you were hired at the University of Central Florida, and this is where your series the Race Scholar emerged. Tell us how the series started. What was the impetus for you to develop it?*

JMC: It wasn't something I actually set out to make. I wasn't thinking I'm going to make a YouTube channel. At the time, I was teaching online courses, and I was creating little videos for my classes, what I would call mini-lectures. They were just short videos that students could watch in lieu of me being in a physical

classroom with them. It just seemed to work better for asynchronous classes.

So, I just did a few videos for the classes, and then it just kept growing from there. Then I started to realize I can share them across different classes, with different topics. At one point I realized I could actually send the videos to other people. I think it was around the time when all this anti-CRT stuff was going on, I made a short video for my class on Critical Race Theory explaining what Critical Race Theory actually is, just in a basic sense. Then when people would ask me that question about what CRT is, I would say I happen to have this video you can watch. Somewhere around that point, I realized that this series is a cohesive thing.

AYS: *That's really dope! You said that you initially made these videos for your classes. Do you find that other audiences are finding it useful also?*

JMC: For me, I want to make the series publicly available. I encourage people to share it if they want to. In part, it was the uniqueness of UCF in terms of the broadness of the type of student that helped because I was already kind of thinking about what different types of people might be wanting to watch.

I think then the series can be more applicable to more people. When I make the videos now, obviously, I'm making them for my classes, but I also have other people outside of the university in mind as I think about what ways can I make this video accessible to broader audiences as well. I want your average person to be able to get something out of it, not using all this like academic language or gatekeeping in any way. This should just be for everybody.

AYS: *That's great that you have made the series accessible. In the series you have covered a variety of topics, including the Tulsa, OK, Massacre, dating, and Critical Race Theory. How do you decide what topics you will address in the series?*

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JMC: Largely, the courses I'm teaching drive the series. But I also try to make my classes responsive to current events. For example, in my undergraduate education course in particular, given some of the ways in which legislation has been passed trying to prevent how we teach certain things or talk about certain things, one of my plans was, let's talk about that.

So I created a video specifically on conservative legislation that is meant to have this type of impact on classes. As another example, the Tulsa video was developed because it was around Juneteenth and we were celebrating that moment while also explaining its history. What drives the series for me is what's happening now or what concept maybe needs to be explained that hasn't been in a way that a lot of different people can understand.

AYS: *Keeping that in mind, racism is, unfortunately, a timely topic for one reason or another in this country. Why do you think your series is important right now?*

JMC: I like to think it's important because I try to make things both relevant and easily digestible, easily understandable, and I want people to understand things that maybe they haven't learned before in this format, particularly in a time where our attention spans have shortened. I'm not trying to make the series so that people *can't* understand these things, right? People aren't taught a lot of this information about race.

Our education is very poor, generally speaking, but it's particularly so when it comes to issues of racial inequality, racial injustice, like the history of race and racism in our country. That is something I feel is helpful about the series. There are many different things that can be discussed, and you can connect with, to highlight the connections to race and racism.

AYS: *Yes, and I think it's timely given that several people from different professional backgrounds are discussing race and racism*

on various platforms. However, you actually have training in this area.

JMC: Yes, so when I am making these videos, what I present is based in fact, and I talk about things that are evidence-based, right? It's not me spouting my opinions about things. Even with the video I produced on conservative legislation, I didn't just go on a diatribe for 10 minutes talking about why I think it's bad. Instead, I presented what some people have said about it. Also, I encouraged viewers to go look for more information, right? Don't just take my word for it. So yeah, I try to be evidence-based with what I'm doing. As I am trained in understanding some of this, then I think that is helpful. That creates another source of information that is reputable in a way that perhaps some others are not.

AYS: *The fact that you are taking an evidence-based approach is critical in this current moment full of misinformation. For those who engage with your series or have yet to engage with it, what do you hope they will take away from it?*

JMC: I hope that people will just see something differently or learn something different, right? It's great to help change hearts and minds, but I know that that's a very slow process. These videos are just like this tiny little thing in the sea of everything that people may hear and learn.

So, if you walk away with just one thing that you didn't know before, or maybe think about these topics a little bit differently, I'm happy. I think that's good. I don't need to fully change you. For instance, I really like a lot of the responses I've gotten for the CRT video, just because most people's general responses have been, oh, thank you for explaining that in a way that I can understand because other sources don't really make sense, and your explanation was very simple.

My explanation was a very basic starting point, but it's helpful. That is what I hope, that people engage and learn something, maybe be

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able to have a different type of conversation with other people about some of these issues. For example, at the infamous Thanksgiving table discussions, maybe someone who watched *the Race Scholar* can respond to something their crazy uncle says with even one fact they learned from watching the series.



Share YOUR Sociological Impact

If you or someone you know has an upcoming book being published or is making inroads within public sociology, your work should be featured in *Sociological Impact*.

To do so, please provide your contact information and project description to astone@depaul.edu or tss@southernsociologicalsociety.org.



Ashley Stone, PhD
Editor
Sociological Impact

Dr. Ashley Stone is the 2022-2023 Ida B. Wells-Barnett Post-doctoral Teaching Fellow in the Department of African and Black Diaspora Studies at DePaul University in Chicago.

MEMBER ACCOLADES

Recent Publications

Community and Urban Sociology

Stone, Amy L. 2022. *Queer Carnival: Festivals and Mardi Gras in the South*: NYU Press.

Crime, Law, and Deviance

Huff-Corzine, Lin, and Kayla Toohy. 2023. "The Life and Scholarship of Pauline Tarnowsky: Criminology's Mother." *Journal of Criminal Justice*. 85 (2023): 101986-. <https://doi.org/10.1016/j.jcrimjus.2022.101986>

Freelin, Brittany N., Cassie McMillan, Diane Felmlee, and D. Wayne Osgood. 2023. "Changing Contexts: A Quasi-experiment Examining Adolescent Delinquency and the Transition to High School." *Criminology* 61(1): 40–73.

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Disasters

Medwinter Sancha Doxilly. 2023. *Ecologies of Inequity: How Disaster Response Reconstitutes Race and Class Inequality*. Athens: University of Georgia Press.

Labor and Labor Movements

Isaac, Larry W., Jonathan Coley, Quan Mai, and Anna Jacobs. 2022. "Striking News: Discursive Power of the Press as Capitalist Resource in Gilded Age Strikes." *American Journal of Sociology* 127 (5): 1602-1663.

Peace, War, and Social Conflict

Whitlinger, Claire. 2022. "From Truth Commission to Truth Project: The Evolution of Mississippi's Incomplete Truth Commission, 2005-2010." *International Journal of Transitional Justice* 16(3):422-438.

Race

Sims, Jennifer Patrice, Alex Haynes, and Candice Lanius. 2023. "Exploring the Utility of Eye Tracking for Sociological Research on Race." *British Journal of Sociology* 2023:1-8. <http://doi.org/10.1111/1468-4446.13054>

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Ward, Matthew. 2023. "Legacies of Resistance and Resilience: Antebellum Free African Americans and Contemporary Minority Social Control in the Northeast." *Social Forces* 102 (2):496-516. <https://doi.org/10.1093/sf/soado62>.

Ward, Matthew. 2022. "The Legacy of Slavery and Contemporary Racial Disparities in Arrest Rates." *Sociology of Race and Ethnicity*. 8(4):534-552.

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Sex and Gender

Deshotels, Tina H. and Craig J. Forsyth. 2021. *Gendered Power and Exotic Dance: A Multi-Level Analysis*. New York: Routledge. <https://doi.org/10.4324/9781003030348>.

Social Psychology

Knottnerus, J. David. 2022. *Polar Expeditions: Discovering Rituals of Success within Hazardous Ventures*. Routledge. <https://doi.org/10.4324/b23044>.

Schweingruber, David, David W. Wahl, Steven Beeman, Deborah Burns, George Weston, and Rebecca Haroldson. 2022. "Voices In and Uses of Internal Conversations." *Social Currents* 10(3): 286-307. DOI: [10.1177/23294965221139847](https://doi.org/10.1177/23294965221139847).

Sociology of Culture

Flaherty, Michael G. 2022. "Whose Time Is It? Negotiating Temporality in Everyday Life." *Time & Society* 31(1): 22-24.

Sociology of Mental Health

Holleman Anna and Mark Chaves. "US Religious Leaders' Views on the Etiology and Treatment of Depression." *JAMA Psychiatry* 80(3): 270-273. doi:10.1001/jamapsychiatry.2022.4525

Sociology of Sexualities

D'Amours, Jason V. 2022. "Cultural Discourses and HIV/AIDS Activists' Meanings about PrEP." *Culture, Health & Sexuality* (2022):1-15.

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MEMBER ACCOLADES

Wahl, David W. 2022. "Carnal Voices: Internal Conversations in Sexual Self-Development." *Sexuality and Culture*, 26: 1274-1297.

Public Sociology

Andrew Plotkin published an op-ed titled "To be 'woke' is to be human" in the Palm Beach Post.

Recent Awards/Grants

Marni Brown is a co-pi for an ADVANCE Catalyst Grant: National Science Foundation "Reflecting, Assessing, and Improving Intersectional Equitable Practices with STEM Faculty."

Adia Harvey Wingfield is winner of the Arthur Holley Compton Faculty Achievement Award at Washington University in St. Louis and winner of the Cox-Johnson-Frazier Award from the American Sociological Association.

TSS 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.

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.



ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR PAPERS

Child: Care, Health and Development

Impacts of Climate Change on Child Health, Development and Care

**Issue Editors: Distinguished Professor Anthony Okely
and Professor Jan Willem Gorter**

Submission deadline: Feb. 29, 2024

The world faces unprecedented challenges from the effects of climate change. Extreme weather events over the past year in the form of floods, storms, wildfires, and record temperatures have had devastating effects across the globe. Children bear a disproportionate burden from climate change. They are highly vulnerable due to their physiology, mental health, and nutritional needs for growth and development. Post the COVID-19 pandemic, where many schools and early childhood centers were closed, these recent climate events have placed many children at further risk of not reaching their developmental potential. *Child: Care, Health and Development* would like to devote a special issue to bring together the latest research on the effects of climate change on the health, development, and care of children. We are requesting manuscripts on any areas related to this topic, and from a broad range of perspectives. We are particularly interested in research that takes a contextual perspective, including how individual characteristics influence personal experience and how this varies depending on family, community, and cultural context.

We also have an interest in solutions and actions to reduce risk of climate change and to promote a healthier and sustainable world for children and their families. We welcome papers from all disciplines, but papers must take a clearly developmental approach to the topic.

Topics for this call for papers include but not restricted to the following:

- Specific risks and needs of children and families in low-and middle-income countries
- Public policy tailored to mitigate risk of climate change and its impact on children

CALL FOR PAPERS

Canadian Review of Sociology

Gender Equality in Education

Submission deadline: Feb. 29, 2024

The United Nations World Social Report 2020, *Inequality in a Rapidly Changing World*, calls for "giving all children the same chances to advance their capabilities and to reap returns to their education through decent jobs, regardless of where they live and the conditions in which they were raised" (United Nations Department of Economic and Social Affairs, 2020). We are currently in

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ANNOUNCEMENTS AND SOCIETY NEWS

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an important moment globally as entrenched inequities have worsened following the global COVID-19 pandemic.

For many, education has been a source of economic mobility. Education has certainly helped individuals find more secure and better paying jobs, and has helped move people out of poverty. For others, however, education has not always supported mobility. While the gender gap in education is closing, the UN report acknowledges that, “the education system has often served to reinforce inequality rather than help to level the playing field.”

Gender, along with other status characteristics such as race, religion, ethnicity, class, disability, and sexual identity, continues to shape the chances people have in life throughout the world. This special issue will present the latest sociological research on gender equality within the context of education, addressing different subjects and age ranges—from early years through higher education—and across different parts of the world.

We welcome submissions on all aspects of gender equality in education, particularly those that focus on key issues and challenges, and the impact (including the wider societal impact) of gender inequality in education. We seek theoretically motivated and empirically grounded papers that contribute to sociological knowledge about education and gender. We very much welcome papers focused wholly or in part on the Canadian context and comparative papers. We also welcome papers that explore gender equality in education within a global context.

We especially welcome research that addresses one or more of the following areas:

- The intersections of gender and indigeneity in shaping educational outcomes
- The relationship between work, class, and education on various social outcomes
- Educational inclusion for individuals who identify as transgender or nonbinary
- The intersections of gender and other social identities, such as race, ethnicity, disability, sexuality, religion, nationality, and economic status in education

Keywords: Gender; Equality; Education; Sociology; Inequality

SHARE YOUR ANNOUNCEMENTS WITH SSS MEMBERS



Submit announcements to [Graduate Student Editor Skyler Bastow](#) (Florida State University). As TSS is published quarterly, please send announcements at *least three months in advance* of any deadlines for submission.

Skyler Bastow is a doctoral candidate in Sociology at Florida State University. His research interests are health, life course outcomes, and LGBTQ+ lives, particularly around the transgender and gender nonconforming community.

The Southern Sociological Society (SSS) is a nonprofit 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.

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

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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 July, October, 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 record 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 always welcome.

To appear in *TSS*, submissions should be sent to tss@southernsociologicalsociety.org by the publication deadlines below.

The editor reserves the right to publish or not to publish any submission. Also, there may be times when submissions need to be edited in conjunction with the author.

Publication Deadlines

- June 15
- September 15
- December 15
- February 15

