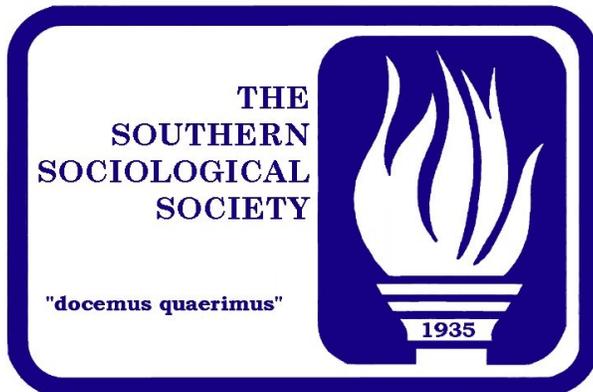


# The Southern Sociologist

The Newsletter of the Southern Sociological Society

Volume 48

Number 2 Fall 2016



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## From Society President, Christopher Ellison

Greetings from (still steamy) South Texas!

Please mark November 15, 2016 on your calendars! That is the deadline for online submissions of complete sessions and individual papers for the 2017 Southern Sociological Society meeting, to be held at the Hyatt Regency Hotel in Greenville, SC, March 29-April 1. Program planning is now well underway, with Program Co-Chairs Gabriel Acevedo (UT-San Antonio) and Terrence Hill (University of Arizona) in charge. They are doing an outstanding job. The Call for Papers appears elsewhere in this newsletter, and is also available online at the SSS website. Over the next several weeks, you will be receiving multiple email reminders that submissions are open.

The conference theme is “Diversities: Inclusion, Equality, and Resistance.” I selected this theme for the 2017 annual meetings for multiple reasons. Issues involving diversity “front and center” in the research, teaching, and activism of most sociologists –certainly

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## From Society President, Christopher Ellison

*(Continued from page 1)*

including many members of the SSS. Scholarship on issues of race and ethnicity, gender and sexual orientation, social class, and other aspects of social location is central to the agendas of many sociologists in our region, and around the country. Indeed, matters of diversity –including various forms of inequality and conflict-- have dominated the programs of SSS annual meetings. Patterns of difference and structures of inequality shape our present social and institutional order, dominate our current politics, and help to mold our individual and collective futures. Moreover, the current U.S. presidential election season has brought into stark relief the deep conflicts in public opinion regarding matters of race and ethnicity, immigration, and many other painful and pressing issues. By the time of next year's SSS meeting, the current campaign will have concluded, and a new president will have been selected, but the widespread acrimony may well persist for some time. And amid signs of progress toward a more just and inclusive society, outcroppings of resistance and reaction are evident as well. We will engage these broad topics during our three days together in Greenville next spring. I hope that all SSS members will find a welcoming place for their own scholarly interests and agendas on the program of next year's meeting. To that end, I ask that you gather your thoughts and writing plans, to contribute your insights regarding the issues raised in the meeting theme.

Considerable progress is being made in planning next year's meeting. We are securing prominent guests who will speak in support of the broad program theme, such as David Williams (Harvard), who will address issues of race, racism and health, and additional plenary speakers will be announced shortly. Several mini-conferences are in active development, including those devoted to the following topics: (1) health disparities, with particular attention to race and ethnicity, social class, sexual orientation, religion, and other sources of divergent trajectories in health and well-being; (2) immigration, with special foci on the incorporation of new migrants to non-traditional locales and resulting shifts in the dynamics of intergroup relations; and (3) race, ethnicity, and reproduction. In addition, we anticipate additional mini-conferences on the current developments in social theory and emerging forms of religious diversity (including irreligion) in the contemporary United States, as well as sequences of sessions on topics of keen interest and concern to the profession, such as emerging issues in scholarly

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## From Society President, Christopher Ellison

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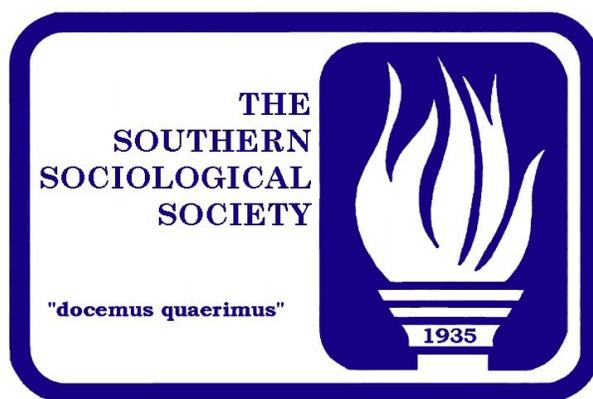
publication, the rise of the itinerant academic labor force, and others. And this is only a small taste of what is in the works –there is far too much to list here.

Importantly, the 2017 meeting will mark the inaugural visit of the SSS to the beautiful city of Greenville and the Hyatt Regency Hotel. As you will read elsewhere in TSS, this once-hidden gem of the region is now widely recognized as a vibrant, thriving mid-sized city that should make a tremendous destination for our gathering. Briefly, Greenville has garnered considerable popular press for its array of high-quality local restaurants, entertainment venues, museums devoted to local history and culture, and more ([click here](#)). Greenville boasts an attractive and accessible downtown area that is well-known for its scenic parks, bike and walking trails, and other attractions ([and here](#)). This issue of TSS contains a brief introduction to some Greenville highlights from our local arrangements committee. They working very hard to insure that the best of Greenville is on display for the SSS and its members, and we are grateful for all they are doing to make next year's meeting enjoyable and successful. Stay tuned for more specifics on the Greenville scene and its considerable virtues in future issues of TSS. In just a few weeks, we will be making our site visit to Greenville and the Hyatt Regency, and I will report back on this exciting new venue in my Winter TSS column.

In conclusion, the 2017 SSS conference promises to be an exciting event, with a rich and variegated program that offers intellectual stimulation and camaraderie for everyone. And Greenville will offer an exciting new venue for SSS members, old and new, to explore. So please begin making your plans now to come and contribute, to encourage your colleagues to attend, and to bring your students.

Best wishes for the new academic year!

Christopher Ellison  
[Christopher.ellison@utsa.edu](mailto:Christopher.ellison@utsa.edu)



## Letter from the Editor, James N. Maples:

I hope that you enjoyed a restful and productive summer. As I write these lines, I am only minutes away from starting my third year here at Eastern Kentucky University.



In the fall edition of TSS, we are featuring the call for papers for our annual meeting in Greenville, SC. Thanks go out to our program chairs, Gabriel Acevedo (University of Texas at San Antonio) and Terrence Hill (University of Arizona) who are assembling a fantastic conference around President Ellison's theme "Diversities: Inequality, Inclusion, and Resistance". In this edition, local arrangements chair Ken Kolb (Furman University) also gives us an early look on awesome things to do while visiting Greenville.

In the summer edition, I announced a call for graduate student editors to help TSS grow. I received many fantastic applications and picked six rising stars to serve (see below). You will see their work beginning with the winter edition.

Best wishes on the start of your semester! If you have ideas for TSS or would like to run announcements in TSS, please let me know!

Thanks,  
James N. Maples  
Eastern Kentucky University

### Graduate Student Editors

I am pleased to announce The Southern Sociologist's new graduate editors below, listed alphabetically. You'll see their work starting in our next edition!

- Harry N. Barbee (Florida State University)
- Braylon Gillespie (University of Kentucky)
- Josephine McKelvy (North Carolina State University)
- Julia Miller (University of Kentucky)
- Kaitlyne Motl (University of Kentucky)
- Bradley W. Williams (George Mason University)



# Call for Submissions

## Diversities: Inequality, Inclusion, and Resistance

80th Annual Meeting of the Southern Sociological Society  
March 29 – April 1, 2017  
Greenville, South Carolina  
Hyatt Regency

### **President**

Christopher G. Ellison, University of Texas at San Antonio

### **Program Chairs**

Gabriel A. Acevedo, University of Texas at San Antonio  
Terrence D. Hill, University of Arizona

The theme of the 2017 meeting is “Diversities: Inequality, Inclusion, and Resistance.” This theme was selected because issues of diversity have long been matters of critical concern for sociologists. Even a cursory glance at the programs of recent SSS meetings demonstrates that much of the work conducted by our members addresses how race, ethnicity, nativity status, gender, sexual orientation, social class, and other facets of social location shape divergent life chances and experiences. Viewed broadly, inequalities within key social institutions (e.g., economy, education, health care, and criminal justice) are central to the agendas that are pursued by many members of our discipline, as scholars, teachers, and public sociologists. We also recognize that our country is currently in the midst of a vitriolic and unsettling presidential election campaign in which racial and ethnic animosities and resistance to immigration have occupied a prominent role. Efforts to secure civil rights for sexual minorities and other marginalized groups are being met with ferocious backlash in the name of tradition and religious liberty. We believe this is an important moment for sociologists, and we expect our meeting to be timely, informative, and passionate. We look forward to a great meeting in Greenville at the Hyatt Regency!

We invite sessions and paper submissions on the conference theme and other research areas within the field of sociological inquiry. As always, our annual meeting is ultimately created by *your* submissions. We strongly encourage submissions that are diverse in every respect: substantively, theoretically, methodologically, and epistemologically. Please note that there will be mini-conferences on (1) Health Disparities, (2) Immigration, (3) Religious Diversity, and (4) Reproductive Inequalities. If your research is relevant to any of these areas, please be sure to direct your submission to the appropriate field in the online system.

### **SUBMISSION TYPES AND PROCEDURES**

There are three submission types:

(1) Individual Papers: You may submit extended abstracts of individual papers for inclusion in a regular paper session. These abstracts will be organized into sessions by the program committee members on the basis of common themes. All regular paper submissions should include: (a) the ti-

*(Continued on page 6)*

tle of the paper, (b) names, affiliations, and contact information for each author, and (c) an extended abstract. Extended abstracts should be approximately 450-550 words and organized with the following three section headings: *Objectives*, *Methods*, and *Findings*. We acknowledge that these section headings may not apply to all submissions. We expect you to provide information that is relevant to your submission. The program committee will assign individual paper submissions to a regular paper session, a roundtable, or the poster session.

(2) **Poster Presentations:** You may submit abstracts of individual papers 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. Posters should display relevant objectives, theory, methods, results, and conclusions in a way that is accessible (readable from a distance of 6 feet) and visually appealing.

(3) **Research Incubator Submissions:** You may submit extended abstracts of individual papers for inclusion in a research incubator session. Research incubator sessions connect graduate students and junior faculty with senior faculty to receive focused feedback on a research proposal at any stage of development. All research incubator sessions will include 3 presenters and 1 mentor. All presentations will be limited to 10 minutes to allow for feedback and discussion. If you are interested participating in a research incubator session, please designate your extended abstract accordingly in the online system. Please use the guidelines for Individual Papers (above) when formatting your extended abstract.

All proposed sessions and presentations **will be submitted online** through the new SSS online submission system. Complete session proposals will be possible. The forthcoming *Call For Submissions* will provide specific instructions. With the exception of undergraduate observers and undergraduate affiliates of SSS Departmental Member Departments, **anyone attending the meeting or participating in the program must be current dues-paying members of SSS**. Please join SSS and Pre-Register for the annual meeting by following this link: <http://www.southernsociologicalsociety.org/annual.html>.

Conference attendees are strongly encouraged to register before March 1, 2017. Those who register after this date will be required to pay extra on-site registration fees. **The deadline for submissions is November 1, 2016.**

#### PROGRAM POLICIES

**Meeting Participation:** The 2016 meetings will be held from March 29 to April 1, 2017. Please **plan to attend for the duration of the meeting** and book within the SSS conference block. We will be unable to accommodate any special requests for presentation dates or times. All program participants (presenters, presidors, discussants, panelists, etc.) **must be registered** for the annual meeting. Again, with the exception of undergraduate observers and undergraduate affiliates of SSS Departmental Member Departments, **anyone attending the meeting or participating in the program must be current dues-paying members of SSS**.

**Limitations on Program Appearances:** Because meeting rooms and time slots are limited, participants may serve in **no more than two presentation roles** (author of a paper, panel participant, workshop leader, poster presenter, etc.). There are no restrictions on the number of times a participant may serve as a session presidor or discussant.

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## EQUIPMENT

LCD projectors will be available for all panel and paper presentations to facilitate computer-based presentations. However, presenters or panel organizers are required to bring their own computers.

For more information, please go to the Southern Sociological Society Meeting page:

<http://www.southernsociologicalsociety.org/annual.html>.

Please direct any additional questions about the conference program to:

[program@southernsociologicalsociety.org](mailto:program@southernsociologicalsociety.org).

We look forward to seeing you in the great city of Greenville, a.k.a. **G-Vegas**, a.k.a. the **Textile Capital of the World!**

Gabriel A. Acevedo, University of Texas at San Antonio

Terrence D. Hill, University of Arizona



## Greenville in the Spring

### 2017 SSS Meeting

#### Ken Kolb (Furman University

#### Chair, Local Arrangements

The Southern Sociological Society will be holding its 2017 meeting in Greenville, SC from March 29<sup>th</sup> to April 1<sup>st</sup>. The conference will take place at the Hyatt Regency on Main St in the heart of downtown. I think you will find Greenville to be a fun and affordable venue for our conference. Book your rooms now, the [reservation portal](#) is now open.

While the program committee's task is to organize a high quality mix of panels and presentations, the local arrangement committee has the difficult job of scouting out the best places to eat, drink, and explore. From civil rights landmarks to bike paths, we think Greenville will have something for everyone.

As you start planning your trip, I invite you to take a look below at a few of our more popular places to visit that are within a 10 minute walk of the hotel. More detailed dining guides and walking tours are to come.

If you have any questions about Greenville or requests for group activities, please send them my way ([ken.kolb@furman.edu](mailto:ken.kolb@furman.edu)). See you in 2017!

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### [GHS Swamp Rabbit Trail](#)

Greenville Health System Swamp Rabbit Trail is a 21-mile multi-use trail system that runs along the Reedy River connecting Greenville County with schools, parks, and local businesses.

### [Greenville B Cycle](#)

Greenville B-cycle, a partnership between Up-state Forever and the Greenville Health System, is transforming the way we get around downtown Greenville. Save the gas and burn the calories when you use B-cycle for short trips around town!



### [Liberty Bridge at Falls Park on the Reedy](#)

The Liberty Bridge- 345 ft long, 12 ft wide and with a concrete reinforced deck supported by a single suspension cable- is like nothing else in the United States. Spanning the Reedy River in Greenville, this structure overlooks the local waterfall and the gardens at Falls Park

### [Roost Restaurant](#)

Our new soil-to-city restaurant features local, organic and seasonal foods of the highest quality. Enjoy outdoor seating in NOMA Square, an open kitchen with ringside seating along the Kitchen Counter, an open-air bar area, and a Harvest Table where guests can work with the chef to build their own meals. Open daily for breakfast, lunch, and dinner.



### [Dark Corner Distillery](#)

Here's something you probably can't do back home! The mountain traditions of Scots-Irish settlers live on at Dark Corner Distillery, home of "The World's Best Moonshine." Stop in for a tasting which includes a sampling of six of Dark Corner Distillery's finest spirits, and a gift shot glass for all participants.

### [Coffee Underground](#)

Locally-owned cafe and separate 70-seat theater/listening room. Features local and regional acoustic musicians. Over 20 coffee varieties roasted on-site, as well as lattes, frappes, smoothies, beer, wine, liqueurs, pastries, salads, sandwiches desserts.



# TEACHING CORNER

## Committee on Sociology in Community and Small Colleges

DeAnna Gore (Committee Chair), University of South Carolina Aiken

Marni Brown, Georgia Gwinnett College

Kris De Welde, Florida Gulf Coast University

Jason Eastman, Coastal Carolina University

Jake Milne, Longwood University

Chris Snead, Saint Leo University

Sarah Cribbs, Teaching Corner Editor

Randolph Macon College

sarahcribbs@rmc.edu

Novella Ogunshina, Student Editor

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Letter from Committee Chair, DeAnna Gore (DeannaG@usca.edu):

The Committee on Sociology in Community and Small Colleges has been working hard organizing sessions for the 2017 meeting in Greenville, South Carolina. The theme for this year is “Diversities: Inclusion, Equality, Resistance.” As I mentioned in the last newsletter, this theme is timely to the current social issues in today’s society, but also to one of the goals of the Committee as we seek to be more inclusive of faculty from small and community colleges. Last year in Atlanta, the Committee was very successful in having faculty from local small and community colleges attend the conference and present in a variety of sessions. We hope to continue this in Greenville.

The CSCSC will also organize a few sessions that are teaching and student centered. In keeping with the conference theme, there will be a session (co-sponsored with SWS-South) focused on creating inclusivity in the classroom and how to be more intentional about inclusion in different settings. Another session will explore how to involve undergraduates in faculty research. Other teaching-related sessions are in the works as well, so stay tuned!

For graduate students interested in applying to teaching-focused institutions, there will be a session

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for individuals to learn about what small and community colleges are looking for, tips for writing the CV and cover letter, and expectations during the interview process. This has always been a popular session and we are happy to bring it back next year!

We are always very interested in knowing what types of sessions and panels you are interested in seeing in Greenville, particularly those related to teaching. If you have a suggestion for a panel or session, please email me at [deannag@usca.edu](mailto:deannag@usca.edu). Have a great semester and we hope to see you in Greenville, South Carolina!

DeAnna Gore  
University of South Carolina Aiken

## Teaching Note

### Praxis and Learning Assistance Experience: What Can We Learn?

by Jack Trammell

Recent conversations with colleagues who transitioned from roles in postsecondary learning assistance (administering tutoring and mentoring programs, developmental education, FYE, disability support) into or back into social science and other teaching roles clearly suggest a significant pedagogical benefit from the learning assistance experience that manifests in better teaching. To follow up on this possibility, a short online interview survey was circulated through various learning assistance listservs specifically asking the question with related follow ups: how has your experience in postsecondary learning assistance informed your pedagogy and experience now as a classroom instructor/faculty member? In addition, I conducted three in-depth face to face interviews with colleagues to develop narrative threads.

With dozens of responses already in (and more coming, culminating in a planned full-length article), the preliminary results suggest several very concrete trends that should spark discussion about the value of learning assistance in faculty experience. They also suggest ideas about how we prepare new faculty in graduate programs and later plan faculty development consistent with the challenges and realities of the 21st century college/university classroom.

#### **From Learning Assistant to Instructor**

Every respondent at the time of publication (n = 27) answered the first question in the strong affirmative, stating that their experience as a learning assistance professional significantly impacted the way they later thought about classroom instruction and course design. Many elaborated with specific examples of how this evolved for them personally, so although accounts varied in details, they all were consistent with the initial theme: the experience was invaluable and changed the way they approached classroom instruction and design.

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For example, Melissa T. (College of Charleston) suggested her undergraduate experience influenced her pedagogical approach today: “I know that what I learned as a Supplemental Instruction leader in undergrad has had a profound impact on how I run my class... Once you understand how students learn then how could you ever go back to the ‘sage on the stage?’” Thus, for Melissa, the experience as a learning assistant transformed how she thinks about teaching today.

Similarly, Lisa J. (Nebraska Methodist College) stated that her work as a learning assistant shifted her approach to classroom and curricular design. Lisa stated, “I feel as though my prior experiences impact the work I do today because I am a firm believer in the value of differentiated instruction and intentional curricular design that includes culturally relevant pedagogical practices and an emphasis on social justice.” These sentiments were echoed in very similar terms by the majority of respondents.

Overall, the respondents reported shifts in pedagogy and curricular design toward experiences that were: student-centered; utilized more active learning; included more individual instruction; designed more external supports outside the classroom; and emphasized not only concrete knowledge but more generous opportunities for student reflection. In addition, respondents reported that as a result of their learning assistance experiences they were much more likely to adopt a social justice model for understanding their teaching.

### **Better Equip All Faculty**

In addition to considering how their experiences as learning assistance guided their own pedagogical approach, many respondents indicated a need for all faculty to be better equipped with some of the skills their learning assistance experience developed for them personally (and somewhat serendipitously). These skills included: communicating more effectively with diverse student populations, adapting curricular materials for divergent learners (many used the lexicon of Universal Design in Instruction, or UDI, in describing such techniques), paying closer attention to individual student performance, placing a greater emphasis on meeting students outside of the scheduled classroom meeting times, and perhaps predictably, building learning assistance directly into their course structures (e.g., required tutoring in the subject area as part of the syllabus requirements).

For example, Alice M. (University of Mississippi) stated, “Working as a tutor taught me first and foremost the value of being an active listener, guiding students to develop their own lines of inquiry, and learning how to help students understand the relationship between audience, purpose, and medium of communication.”

### **Train Graduate Students and Faculty for 21st Century Challenges**

Many respondents indicated that their graduate programs and initial faculty experiences had not equipped them effectively for the challenges of the 21st century classroom (greater diversity of learners, English second language students, students with disabilities, etc.), and these responses were similar across all types of institutions (4-year or 2-year, public or private, etc.). Their overall tone seemed to suggest that the learning assistance experience trained them to “adapt on the fly” and that this overall ability—hard to quantify or measure, but a kind of “keep cool and carry on”—was perhaps the biggest skill that all postsecondary faculty need, or will need in the 21st century classroom. Wendy S. (Brigham Young University) stated, “I think prior to learning assistance I pretty much assumed that if you were in a college class you were prepared for college. Understanding that actually

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the majority of my students are probably lacking in preparedness to some extent or another allows me build some of those basic skills into the... ..curriculum.”

One should not overgeneralize from this limited initial inquiry, of course, as learning assistance like other areas in higher education has as much diversity of experience and mission as any other area of praxis, and the respondents were obviously a self-selected group. None-the-less, the uniformity of the responses and clearly emerging themes at a minimum suggest the need for further dialogue and inquiry, and also seem to be a clear indicator that there are deficits in how new faculty are prepared to enter the postsecondary classroom.

Kurt S (James Madison University) states, “Most of my colleagues [learning assistance faculty] would agree that tutoring and tutor training have substantially enhanced our ability to communicate to students, to bridge differences in expertise, to individualize instruction, and to develop multiple frameworks for explaining course content and learning processes. I like to think that our centers create and kind of ‘expertise of explanation’ that we export to our classrooms – and sometimes to our colleagues who haven’t been tutors...”

Similarly, Nancy F. (Northwest College) shared, “In English, I model the writing of different types of papers by writing one in front of the class... They [later] turn in impressive results, but then they’ve seen an expert at work (take out any boasting tone you hear there) and had some practice.”

### **Some Quick Takeaways**

The data also suggests that institutionally we should increase the degree to which we value faculty with learning assistance experiences. Perhaps schools may generate intentional faculty experiences and collaborations if they are convinced of the pedagogical benefits.

For those interested in pursuing this deep well of experience, here are a few quick tips and suggestions:

When students with diverse learning needs are struggling in your class, use the opportunity to examine more closely both their individual challenges and the elements of your course design that may impact their learning (sociologists can think of this as a kind of pedagogical reflexivity).

Visit some of the learning resources and centers on campus and examine what they do (briefly since we all have heavy workloads) and consider this in light of your course objectives.

Consider organizing informal conversations about pedagogy with learning assistance colleagues.

Try a new strategy in a class yourself—for example, use Bloom’s taxonomy (hierarchy of learning) to make explicit to students in the syllabus how you develop their skills during the course—learning assistance professionals use these types of strategies very frequently.

### **Teaching Corner Author Spotlight**

Jack Trammell, Ph.D., is associate professor of sociology at Randolph-Macon College in Ashland, Virginia. He was also Director of Disability Support in the academic learning center for 15 years. He welcomes further respondents, as well as potential co-authors, and can be reached at [jtrammel@rmc.edu](mailto:jtrammel@rmc.edu).

# Call for SSS Awards Nominations

**Deadline: December 1, 2016**

## **Announcement from Awards Committee Chair, Amy Donley:**

The time has come again to nominate and recognize Society members for their exceptional contributions in service, teaching, and research. Please note that **the deadline to submit materials is December 1, 2016**. The process for nominating candidates for SSS awards is described below. Where possible, please send nomination letters and supporting materials via email to expedite sharing these materials with Honors Committee members. Emailed materials must be received by the deadline of December 1 to be considered. Materials may also be submitted by postal mail to the below address.

Please email materials to Amy Donley ([amy.donley@ucf.edu](mailto:amy.donley@ucf.edu)). Postal mail can be sent to:

Amy Donley  
Department of Sociology  
Howard Phillips Hall  
University of Central Florida

The greatest recognition given by the Southern Sociological Society is an appointment to the Roll of Honor. This award recognizes a career of distinguished intellectual contribution to Sociology. Awardees must be members of the Southern Sociological Society (or made significant contributions to Sociology while a member of SSS) and have made stellar contributions to the discipline across their career.

### Nomination Procedure:

Nominations for the Roll of Honor may be submitted by any member of the Society to the chairperson of the Honors Committee.

At least five letters of nomination, the majority being from current members, shall be received and reviewed by the Honors Committee. These letters should address the purpose and qualifications stated above and should be accompanied by supporting documentation. The letters of nomination will be presented to the honoree when the award is made.

Nominations may be made at any time during the year. To be considered for an award to be made at the next meeting of the Society, they must be completed by **December 1**.

### **Roll of Honor**

The greatest recognition  
given by the Southern  
Sociological Society

The purpose of this award is to honor individuals, departments, schools, institutions, or other collective actors for their outstanding contributions to the teaching of sociology at the undergraduate and/or graduate level. The award may recognize contributions over the course of a career, over the history of a program, or for a specific project or projects.

Teaching is broadly defined to include: classroom instruction, curriculum design, directing and mentoring students, developing instructional materials, producing educational films or videos, creating educational software or web sites, writing or editing textbooks or teacher manuals, conducting workshops on pedagogy, training student teachers, and publishing teaching-related research. Recipients of the award are expected to have excelled in one or more of these areas, and have a minimum of five years teaching experience (or be a program that has been in existence for at least five years). This award is not simply for being an outstanding classroom teacher at one's own institution, but is intended to honor individuals or collective actors whose contributions, though they may result from classroom teaching, go beyond their institutions to benefit the discipline as a whole.

This award includes the opportunity for the recipient or others on their behalf to arrange a session at the next annual meeting if appropriate and desired.

Nominations should include:

1. the name(s) and address(es) of the nominee
2. three letters of recommendation (one of which is from the nominator) explaining how the nominee has excelled in the teaching of sociology
3. the nominee's curriculum vitae or, in the case of collective actors, program description, which includes a list of activities that fall under the areas above
4. relevant supporting materials (syllabi, student evaluations, textbooks, manuals, and any other evidence that demonstrate contributions to the teaching of sociology).

Nominees may also independently send supporting materials.

Both the nominee and the nominator must be members of the Southern Sociological Society.

Nominations must be submitted by **December 1**.

### **Distinguished Contributions to Teaching Award**

Recognizing outstanding contributions to the teaching of sociology

The Southern Sociological Society Distinguished Lectureship Award, may be awarded annually to a member of the Southern Sociological Society in recognition of his/her excellence as a scholar and lecturer. This award has three key goals. First, it allows the Society to honor one of its distinguished scholar/teachers in a public manner. Second, it allows SSS to provide a much needed resource to departments that typically lack the resources to bring distinguished scholars to their campuses. Third, it serves to promote SSS.

Criteria: The criteria are twofold. First, the nominee must be a distinguished scholar who is recognized as having made a significant contribution to the discipline through major publications. Second, evidence must be provided which demonstrates that the nominee is an excellent lecturer. The honoree, who receives an honorarium of \$500 and the honorific title of Southern Sociological Society Distinguished Lecturer for the year awarded, must commit to giving

### **Distinguished Lectureship Award**

Recognizing excellence as a scholar and lecturer

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a minimum of two public lectures at SSS region colleges/universities in that year. As with similar awards, the location of the lectures will be chosen on a competitive basis by a selection committee. Institutions with fewer resources will be given priority. Ideally, expenses will be shared by institutions and SSS. The latter will help support the lecture series by contributing up to \$1,000 to subsidize travel and other expenses. The honoree may also deliver a lecture in a special session dedicated to that end at the SSS annual meeting in the year following his/her designation.

**Nomination Procedure:**

Any member of the SSS may submit a nomination, but self-nominations are not accepted.

The nominee must be a member of SSS.

The primary nominator should submit a packet of materials including several letters endorsing the nomination (the majority of them from current SSS members), the nominee's curriculum vitae, particular publications and evidence of excellence in teaching (student evaluations, syllabi, and other supporting documentation). Nominations must be submitted by **December 1**.

Nominations are now being solicited for the Charles S. Johnson Award, given by the SSS to an individual in recognition of distinguished scholarly contributions on race and the South. The individual's contribution may be an exceptional single work, several pieces of work, or a significant career of professional achievement.

This award includes the opportunity for the recipient or others on her/his behalf to arrange a session at the next annual meeting if appropriate and desired.

**Nomination Procedure:** Any member of the SSS may submit a nomination but self-nominations are not accepted. The primary nominator should submit a package including several letters endorsing the nomination (the majority of them from current SSS members), the nominee's curriculum vitae, particular publications, and/or other supporting documentation.

**Charles S.  
Johnson Award**  
Recognizing  
scholarship on race  
and the South

This award recognizes distinguished scholarly contributions to the understanding of gender and society. The award honors a single work, several pieces of work, or a significant career of professional achievements. This award includes the opportunity for the recipient or others on her/his behalf to arrange a session at the next annual meeting if appropriate and desired.

**Nomination Procedure:**

Any member of the SSS may submit a nomination, but self-nominations are not accepted. The nominee must be a member of SSS. The primary nominator should submit a packet of materials including several letters endorsing the nomination (the majority of them from current SSS members), the nominee's curriculum vitae, particular publications, and other supporting documentation.

Nominations must be submitted by **December 1**.

**Katherine Jocher-  
Belle Boone Beard  
Award**  
Recognizing scholarship in  
gender and society

The purpose of this award is to honor outstanding service to the Southern Sociological Society. This honor recognizes those members who have made exemplary contributions to the Southern Sociological Society through direct service over a lifetime or significant portion of their professional careers. Their contributions should have been vital in fulfilling the Society's mission and sustaining its annual meetings. Their record may include serving in major fiduciary and organizational leadership roles, either as an officer or chair/member of committees, or as a program chair, session organizer, discussant, etc.; or it may involve providing leadership for innovative changes in the organization and functioning of the Society, in building the Society's membership, or in other ways. Recipients of this award are expected to have been a member of the Society for a considerable portion of their careers.

**Martin L. Levin  
Distinguished  
Service Award**

**Honoring service to the  
Society**

Nominations should include:

1. the name and address of the nominee
2. three letters of recommendation (one of which is from the nominator) highlighting the nominee's service to the Southern Sociological Society
3. the nominee's curriculum vitae
4. relevant supporting documents illustrating contributions to service

Are you working with a student who has written an outstanding paper? Consider nominating the student for the Odum Award, which carries a cash prize of \$100 and up to an additional \$200 toward expenses of attendance at the SSS meeting. The Odum Award recognizes outstanding research papers by undergraduates and graduates in the southern region or by students outside the region with work mentored by current SSS members. One award may be given each year for the best undergraduate paper and best graduate paper submitted on any sociological topic.

**Eligibility:** The paper must have only one author and conform to the style guidelines and length conventions of *Social Currents*. The student author need not be a member of the SSS. The author is expected not to have presented the paper at another professional meeting. Papers will be judged on the basis of originality, clarity of exposition, conceptualization, and analysis. Faculty are asked to nominate no more than one student paper in each category per year. Students who have gone on to graduate or professional school are eligible for the undergraduate award if the paper was written when they were enrolled in an undergraduate degree program.

Authors of the Odum Award-winning papers are expected to attend the SSS Annual Meeting to receive their award. Students are expected to present their papers at the annual meeting. If the winning paper had not previously been submitted and accepted for presentation at the time the com-

**Odum Awards  
for Undergraduate  
and Graduate Papers**

**Recognizing outstanding  
student research**

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mittee makes its award decision, the paper will be added to the program.

#### Nominating Procedure for Undergraduate Papers:

The undergraduate papers should be submitted by a member of the SSS who attests that the author meets the conditions of eligibility.

#### Nominating Procedure for Graduate Papers:

1. Graduate students may submit their own papers.
2. Submission should come with the endorsement of a member of the graduate institution's faculty who is a member of the SSS and who attests that the author is a student in good standing.

Deadline: Email the nominated paper by **December 1**.

## *Society News*

### 40th Annual Appalachian Studies Conference EXTREME Appalachia!

March 9-12, 2017  
Virginia Tech, Blacksburg, Virginia

**“Extreme Appalachia”** is the theme for the 40th annual Appalachian Studies Conference. By “extreme” we mean the impassioned commitments people have to the region, the land, and Appalachian communities, ways of life, and livelihoods. We mean the ways extreme economics—excessive resource extraction and use, underfunding of public education and services, and dismal job opportunities—have sparked community resilience and activism that advance a sustainable future for the region. “Extreme Appalachia” also references exploitative pop culture products like reality television programming—as well as the countering power of the region’s visual, performance, and literary arts to nurture, provoke, and inspire. In the face of extremity, regionalist scholarship continues to augment ongoing struggles for racial, social, economic, and environmental justice.

The 2017 Program Committee invites proposals for panels, papers, posters, roundtables, performances, workshops, or organizing sessions. Papers and posters should feature original unpublished work in progress. The full call for participation with details for online submission will go out August 15. Scholarships are available.

**Deadline for proposals is October 7, 2016, with the preliminary program announced in December 2016.**

For more information, visit: <http://appalachianstudies.org/annualconference/>

# Society News

## Departmental Memberships are available!

The Society offers departmental memberships at the BA/AA, MA, and PhD institution levels. Benefits include recognition in the annual meeting program and a subscription to Social Currents for their office. Additionally, all undergraduate students from that department who present at the conference will have their annual dues waived (undergraduate conference registration fees still required).

For more details visit: <http://portal.southernsociologicalsociety.org/>



## Fall Job Listings on SSS Job Link

Georgia Southern University  
Kennesaw State University (three positions)  
Mississippi State University  
Tulane University  
University of Alabama (two positions)  
University of Maryland, Baltimore County  
University of Richmond (two positions)  
University of Tennessee (two positions)  
Virginia Tech (two positions)

Visit <http://www.southernsociologicalsociety.org/joblist.html> for full details on each position.

Sociology Departments and other entities wishing to advertise positions may do so by [paying online](#) or by sending a check via mail. For a charge of \$75 the Society will: 1) host the job advertisement on our website and 2) send the advertisement throughout our membership distribution lists.

Please email the text for the ad to our [webmaster](#). All job postings will appear online within seven days of receipt and will remain on our site until the application deadline. Job postings with no specified application deadline will remain on our site until May 1st of the academic year within which the search takes place.

For more information or if you have any questions, contact [David Brunσμα](#).

# Society News

## CALL FOR PAPERS

### “Intersected Campuses: The College Experience from Different Identities and Positions”

Editors: W. Carson Byrd (*University of Louisville*), Sarah M. Ovink (*Virginia Tech*), and Rachelle J. Brunn-Bevel (*Fairfield University*)

In the post-recession “college-for-all” era, only about 10 percent of young people expect to stop their educational career after high school. However, experiences with college campuses and surrounding communities vary, and these differential experiences influence how students, faculty, and university staff work, study, and interact. Though variety may be “the spice of life,” differential experiences can also lead to troubling inequalities, including unequal college and career outcomes. Each year, the rapidly expanding higher education sector includes more students, faculty, and staff from historically underrepresented groups on campuses originally designed to exclude them. Though higher education institutions are arguably paying more attention to diversity and inclusion than ever before, observers question to what extent their efforts result in more socially just campuses. This edited volume will examine how race, ethnicity, class, gender, sexuality, sexual orientation, age, disability, nationality, and other identities cross and connect to produce *intersected campus experiences*.

The chapters included in this edited volume will provide an examination of the interconnected lives of college students, faculty and staff on campus to clarify how the cultures and structures of colleges and universities assist or hinder campus group members’ efforts, and simultaneously, institutional efforts to be supportive of people from different backgrounds to reduce inequalities. At the heart of this volume lie two connected questions. First, how do students, faculty and staff navigate campus communities that often present as open and inclusive, but can function instead as obstacles to academic, career, and social progress? Second, what institutional changes could assist postsecondary institutions to cease operating as engines of social inequality, and instead to embody the popular ideal of colleges as bastions of inquisitive minds, scholarly discussion, and enriching academic, career, and social experiences? In addressing these questions, this volume will respond directly to the call by Mitchell Stevens, Elizabeth Armstrong, and Richard Arum (2008) to fully appreciate the plurality of these institutions and the domains they influence in society. To accomplish this feat, we must explore how people of different backgrounds experience these institutions in relation to identity and social position on campus and in society. We observe how colleges and universities operate as engines of mobility *and* inequality, inclusion *and* exclusion, in order to suggest changes to lead the way forward through the works that will be included in this volume.

We invite contributions to the volume’s three main themes: (1) Ready to Learn: College Student Identities and Experiences; (2) Ready to Teach: Faculty Member Identities and Experiences; and (3) Making the University Run: Staff Member Identities and Experiences. Each theme will broaden the conversation regarding members of each campus group while also suggesting how commonalities and differences in these individuals’ experiences can assist with improving the campus environment. Importantly, each contribution will also suggest institutional changes that can assist students, faculty, and/or staff from these identities and positions. Thus, contributors will have research-based policy suggestions that could be used to create effective change on college campuses.

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# Society News

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All submissions should be sent to the editors using the following email: [intersectedcampuses@gmail.com](mailto:intersectedcampuses@gmail.com). Submissions should include (1) working title of chapter; (2) extended abstract (no more than 500 words) OR a full manuscript, if available; and (3) list of intended co-authors (if applicable). **Deadline for submission is November 15, 2016.** Authors chosen for inclusion in the volume will be notified by no later than mid-December 2016. Full manuscripts will be due by February 15, 2017.



## Call for Papers

### Diversity and Social Justice in Higher Education

This special issue of the Humboldt Journal of Social Relations (HJSR) captures work and experiences in higher education as they relate to changes and challenges around diversifying U.S. college campuses. Race, class, gender, sexuality, able-bodiedness and citizenship shape contemporary conversations about campus climate, curricular content, organizational structures, decision making and the disparate impacts of related policy changes or stagnation. These conversations shape the everyday experiences of faculty and staff, and are ultimately linked to student success. Submissions are due on October 31, 2016.

Manuscript Submission instructions, and more information, available at the HJSR web site.  
<http://www.humboldt.edu/hjsr/>

Authorship: All authors are encouraged to collaborate with others inside or outside academia. Interdisciplinary submissions are welcome.

#### Co-Editors:

Meredith Conover-Williams, Ph.D., Department of Sociology, Humboldt State University

Joshua S. Smith, Department of Sociology, Humboldt State University

#### Managing Editors:

Jennifer Miles and Heather Clark, Department of Sociology, Humboldt State University

The Humboldt Journal of Social Relations (HJSR) is a peer reviewed free online journal housed in the Department of Sociology at Humboldt State University. This internationally recognized journal produces annual themed spring editions around current issues and topics. While the articles primarily draw authors from the social sciences, we have also facilitated interdisciplinary collaborations among authors from the arts, humanities, natural sciences & the social sciences. For more information about HJSR, see the journal web site: <http://www.humboldt.edu/hjsr/>

## Call for Papers

*The Poverty of Academia: Struggling Perspectives from the Educational Margins*

Prospectus in development for Oxford University Press

Co-editors:

Kishonna L Gray, PhD (Massachusetts Institute of Technology)

Bethany Nelson, MS (University of Tennessee - Knoxville)

Maria Bordt, MS (University of Tennessee - Knoxville)

Educational attainment is often framed as positive having the liberatory potential to free the socio-economically marginalized from their constraints. There is little if ever any mention of the unchained slavery of debt and low wages that bounds graduate students and new faculty specifically, to perpetual bondage. There is significant literature that theorizes the ways that education reproduces and reinforces class inequalities. But this literature fails to extend to an individual once they reach and surpass the doctoral level. Once they become engulfed and subsumed into the Academic Ivory Tower, the assumptions of class privilege are immediately attached to their bodies assuming they are solidly middle class and adding to the class inequality. We define classism broadly, meaning both economic inequality and lacking social capital (speaking and or dressing 'unprofessional', taking on too much service, failing to negotiate. Discussions of class, economic, and income inequality in higher education largely center on the experiences of undergraduate students. Secondly, the discussion also includes debates on the second-class citizenship among adjunct faculty and other non-tenure track instructors in our academic institutions. There has been little mention of economic and class inequality among graduate students on the academic route and faculty on the tenure track.

The goal of *The Poverty of Academia* is to begin dialogue between those who have been marginalized in higher education bringing them to the center of the debate with the privileged who have assumed about those within the realm of academia. Additionally, helping those in the margins find a voice, and see that their experiences have not occurred due to personal factors can begin to remove much of the stigma placed on the "learned poor".

Topics may include, but are not limited to:

- Publishing AND perishing
- Cultural Capital
- Employment and Debt
- Failed academic job search
- Failing to finish
- Faltering academic job market
- Parenting while Professor
- Forms of assistance
- Family (broadly defined) (changing relationships, perceptions of family/by family, finances, FASFA)
- Demands of travel (relocation, conference travel, speaking, etc)
- Money management and financial planning (school counselors, peers, other)
- Negotiating want vs need.
- Part time faculty income/debt
- Perceptions of Competence
- Relative Poverty
- Sharing/Community building
- Stigma (covert or overt)
- Student loan debt

We welcome traditional essays and creative work as well as empirical pieces and narrative stories. We also welcome submissions from a range of individuals including students, junior and tenured faculty, and those outside of academia.

Please submit your completed chapter by December 1st, 2016. While length may vary depending on type of submission, please do not exceed 5,000 words. Submissions should be submitted as Word documents (contact editors if another format is needed). Email your submission to the editors at [academicpoverty@gmail.com](mailto:academicpoverty@gmail.com) in APA style format. Authors will be notified by January 9th, 2017.

**Join us!**

*Alpha Kappa Delta's  
Teaching and Learning Event  
at the annual SSS Annual Meeting*

**Are you looking for ways to increase student learning without exhausting yourself in the process?**

Join colleagues interested in teaching pedagogy, practical application, and the scholarship of teaching and learning from a variety of academic settings in a two-day workshop designed to expose the inner workings of course design, student engagement, meaningful learning, and effective assessment. Participants will craft a unique workshop experience from a selection of roundtable discussions best suited to their individual interests and needs. Time will be allocated for networking with colleagues interested in sharing ideas, gaining support, and building collaboration, so participants are encouraged to bring business cards to share. We hope to see you there!

**Join us for this event on:**

**Wednesday, March 29, 2017 (full day)**

**Location: Hyatt Regency—Greenville, SC**

***Funding Available!***

**AKD will fund five fellowships to support attending the Teaching and Learning Event. Up to \$500 will be awarded to offset travel costs.**

**Application deadline: 2/15**

**For more information about the workshop and/or the AKD Fellowship, visit:**

**[alphakappadelta.org/AKD\\_TLEvent.html](http://alphakappadelta.org/AKD_TLEvent.html)**

**or contact Bethany Titus, AKD Executive Director, at [akd@lemoyne.edu](mailto:akd@lemoyne.edu)**

**DRAFT**

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:

|                 |                            |
|-----------------|----------------------------|
| 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. Brunsmas  
Executive Officer  
Southern Sociological Society  
560 McBryde Hall (0137)  
Blacksburg, VA 24061

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



### **THE SOUTHERN SOCIOLOGIST**

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

### **CONTRIBUTE TO TSS**

To bring you the news, I 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 James Maples ([James.Maples@eku.edu](mailto:James.Maples@eku.edu)) 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**

- May 10
- August 10
- December 10
- February 10

