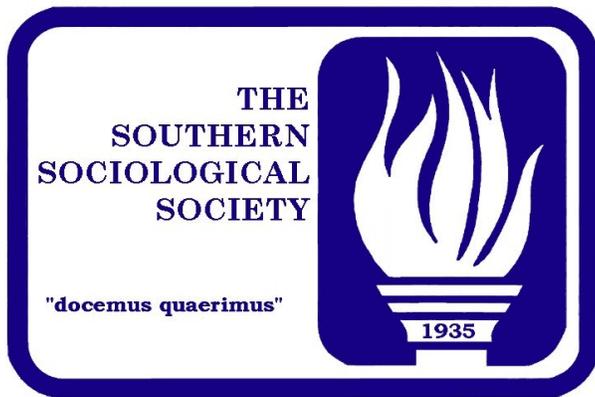


The Southern Sociologist

The Newsletter of the Southern Sociological Society

Volume 49

Number 1 Summer 2017



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From Society President, Eduardo Bonilla-Silva

Trump's behavior and comments since the campaign onwards have created a tremendous degree of instability. But perhaps the area where he has created the most instability and fear in the nation is in the race front. Since Trump kicked off his campaign in June, 2015, it was clear he was going to use race as a political tool. In speech declaring his candidacy, he said the following about Mexicans:

“When Mexico sends its people, they're not sending their best... They're sending people that have lots of problems, and they're bringing those problems with [them]. They're bringing drugs. They're bringing crime. They're rapists. And some, I assume, are good people.”

Since then he has tried to implement a “Muslim Ban”; claimed he is the “law and order” President and that he will control the so-called “carnage” in Chicago (a not-so-subtle way of telling whites he will control blacks); talked down to Jorge Ramos from UNIVISION and asked black reporter, April Ryan, to set up a meeting with black

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From Society President, Eduardo Bonilla-Silva

(Continued from page 1)

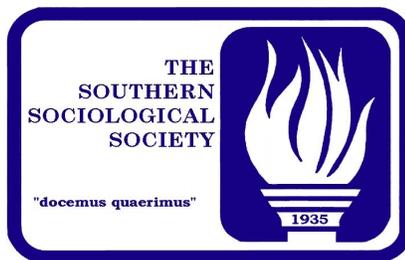
lawmakers; claimed that President Obama wiretapped him without providing one iota of evidence; insisted he will build a wall between the US and Mexico and that Mexico will pay for it; played footsie with David Duke and elevate the standing of racial extremists such as his advisor Steve Bannon; and done many, many more things.

Trump's election has created a "special political moment" that some analysts have characterized as fascist. Although I believe this classification is erroneous, I regard Trump's reactionary populism as extremely dangerous. Hence, the theme for our 2018 meeting in New Orleans will be "Racial Theory, Analysis, and Politics in Trumpamerica." The theme should allow us to reflect on all aspects of the moment. Albeit I am very concerned about racial affairs in Trumpamerica, we should explore intersectional matters such as the race-class nexus and the gender-race nexus.

It is early and, as we are learning, in Trump moves fast and furious, hence, things can change rather quickly. Nevertheless, I want to outline here three key elements I will likely examine in my presidential address. First is the issue of the "racists." I remain unconvinced that this concept, and the politics it engenders, are useful for our struggle. The more we focus on the "racists," the less we understand the racism! Second is the subject of "class anxieties." Analysts such as our own Arlie Hochschild in her book, *Strangers in their Own Land*, argue that Trump's support from working class whites was due to their "class anxieties." This is a very myopic analysis that does not allow us to examine the race-class nexus. Blinded by a singular class optic, we miss the fact that working class whites expressed in this election their class as well as their race anxieties. (Also, since most white supported Trump, why don't include in our examination the "class anxieties" of middle and elite whites?) Third is the nature of "racism" in contemporary America. In this election we quickly assumed that Trumpismo meant that the forces of racial evil had taken over the country and that Hillary's liberalism or Bernie's Sanderismo were the antidotes. This analysis is faulty and goes against what we have been claiming for years: (1) that "prejudice" has changed its face and dresses today in mostly color-blind attire and (2) that white "liberals" are not beyond race.

The hope with this theme is to stimulate all of us to develop better theory, analysis, and politics to resist Trumpismo. See you in April in beautiful New Orleans and, in the meantime, resist!

Eduardo Bonilla-Silva
Duke University



Letter from the Editor, James N. Maples:

Summer is here. Lawnmowers now outnumber students on the campus green. The squirrels have reclaimed their sidewalks while students pack a year's worth of memories into the hatchbacks of small cars and beeline for home and family. The campus is again quiet and peaceful for a few days.



In this edition, President Eduardo Bonilla-Silva presents the theme of the upcoming SSS 2018 meeting. Tracy Ore, our Society Photographer, shares some of her great images from the recent Society meeting. Our graduate student editors also highlight recent publications in *Social Currents*, news from state/regional sociological organizations and our discipline, and news from SWS-South. Our list of member publications is taking this edition off while we redesign the submission process. It will be back in the Fall.

I am very pleased to announce that I will also be serving the Society as the new archivist starting this summer. My colleague James Hougland (University of Kentucky) has served as Society archivist for over a decade and has done amazing work organizing our institution's historic documents. It is an honor to be following in his footsteps. Be sure to read more

about the archive's recent poster session later in this edition of TSS.

Thanks,

James N. Maples

Eastern Kentucky University

james.maples@eku.edu



Graduate Student Editors

Thank you to my amazing graduate student editors! Go check out their work in this edition!

Harry N. Barbee (Florida State University): Announcements and Society News

Braylon Gillespie (University of Kentucky): Submissions Editor

Josephine McKelvy (North Carolina State University): Highlights from *Social Currents*

Julia Miller (University of Kentucky): SWS-South News

Kaitlyne Motl (University of Kentucky): State and Regional Sociological Societies News

Bradley W. Williams (George Mason University): Recent Member Publications

Greenville, SC 2017 SSS Meeting

As part of a long-standing tradition, **Christopher Ellison** hands over the presidential gavel to the new president, **Eduardo Bonilla-Silva**.



2017 Executive Committee

from left: D. Brunisma, D. Robinson, L. Walker, K. Acosta, E. Bonilla-Silva, B. Risman, C. Ellison, L. Hossfeld, D. Maume, S. Bohon, A. Lewellyn Jones, S. Davis, C. Lippard

Not pictured: Z. Robinson, P. Warren

Slade Lellock is our Society's webmaster and assistant executive officer. He has done an amazing job keeping our registration desk and web presence operating smoothly. Great work, Slade!



Greenville, SC 2017 SSS Meeting Ida Harper Simpson and Society Archives

by James Hougland & Ruth Bryan
University of Kentucky



We were delighted to accept an invitation to create several posters depicting aspects of the Southern Sociological Society's history for display at the 2017 Annual Meeting.

Drawing on a small portion of the Society's archives (housed in the Special Collections Research Center in University of Kentucky Libraries), we created seven posters:

- Planning and Establishing the Southern Sociological Society
- The First Annual Meeting (held in 1936 at the Atlanta Biltmore)
- Challenges of Developing an Inclusive Organization in the Segregated South
- Stances toward Social Issues in the Early 1960s
- Conference Session Topics: Increasing Breadth and Changing Emphases across the Decades
- Fashion and Leadership: Selected Photographs
- Meeting Locations and Membership Numbers



Archivist James Hougland talks with Ida Harper Simpson at the poster display. Dr. Hougland has proudly served as archivist for over a decade.

Among other things, the posters shed light on founding members' vision of a racially inclusive



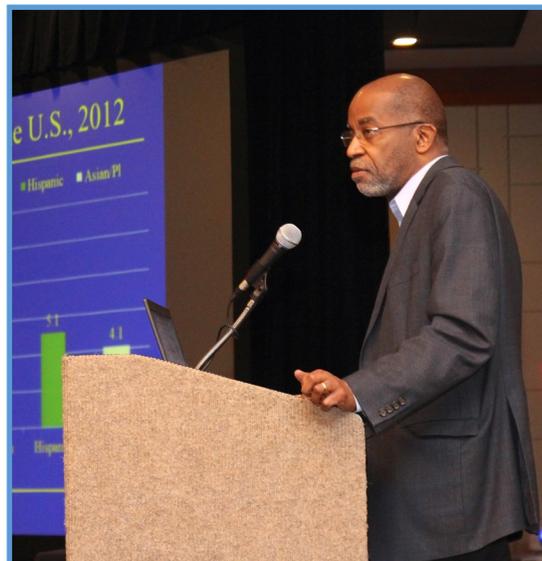
Ida recounts some of her memories of the Society with Ruth Bryan and James Maples. Dr. Maples will be serving as the new archivist starting this summer.

scholarly organization, the obstacles that had to be overcome during a period when racial exclusion was enshrined in law and in society, and changing scholarly emphases over time. The posters were on display throughout the meetings (available online [here](#)) and we were pleased that many members took the time to look at them.

A highlight of the poster display was a visit by Professor Ida Harper Simpson, Past President and author of the most recent history of the Society (*Fifty Years of the Southern Sociological Society: Change and Continuity in a Professional Society*, University of Georgia Press, 1988). Her remarks after a careful viewing of the posters reinforced our opinion that they captured several important aspects of the Society's development but that considerably more research needs to be done.

We hope that the posters serve as a reminder that the Archives are available as a resource for researchers on the origins and ongoing development of Sociology in the Southern United States.

Greenville, SC 2017 SSS Meeting Paper Sessions



The conference included 155 paper sessions with 751 presentations.



Greenville, SC 2017 SSS Meeting Poster Sessions



This year, the conference included seven fantastic poster sessions.

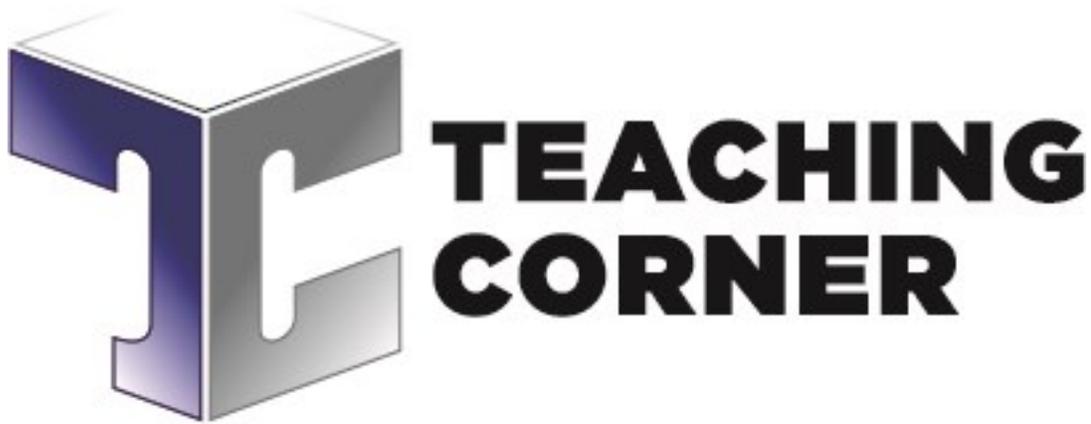


Greenville, SC 2017 SSS Meeting Odum Award

The winner of the Odum Award for Outstanding Research Paper by a Graduate Student was Brian Levy of the University of North Carolina at Chapel Hill. His paper is entitled, *Wealth, Race, and Place: How Neighborhood Disadvantage from Adolescence to Middle Adulthood Affects Wealth Inequality and the Racial Wealth Gap at Age 50*. Brian's paper was nominated by Dr. Kathleen Mullan Harris.



The winner of the Odum Award for Outstanding Research Paper by an Undergraduate Student was Jesse Smith-Appelton of Florida State University. Her paper is entitled *Social Isolation and Health among Latino Farmworkers in the Southeast United States*. Jesse's paper was nominated by Dr. John Reynolds, who accepted the award on Jesse's behalf. Dr. Amy Donley presented the award.



Committee on Sociology in Community and Small Colleges

Nicole Lucas (Committee Chair), Fayetteville State University

Marni Brown, Georgia Gwinnett College

Jason Eastman, Coastal Carolina University

Jake Milne, Longwood University

Victor Romano, Barry University

Chris Snead, Saint Leo University

Barbara Combs, Clark Atlanta University

Sarah Cribbs, Teaching Corner Editor

Randolph Macon College

sarahcribbs@rmc.edu

Novella Ogunshina and Chiquita DeJesus, Student Editors

Letter from Committee Chair, Nicole Lucas from Fayetteville State University

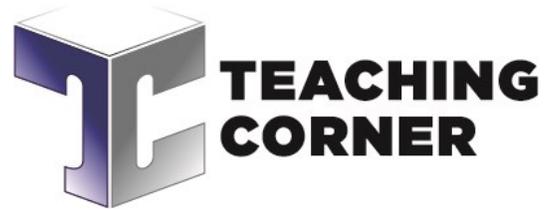
I am extremely honored and excited to serve as the new chair of the Committee on Sociology in Community and Small Colleges (CSCSC). I am proud to announce that CSCSC sponsored or co-sponsored successful sessions at the 80th Annual Meeting of the Southern Sociological Society in Greenville. The sessions included Sociology in Interdisciplinary Programs: Curriculum, Mentoring, and Working Across Schools, and Creating an Inclusive Classroom (co-sponsored with Sociologists for Women in Society-South). I would like to thank DeAnna Gore (former committee chair), Patricia Warren (former executive committee liaison), and Kris De Welde for their contributions to the committee. I would also like to thank Sarah Cribbs, editor for *The Teaching Corner* and James Maples, editor of *The Southern Sociologist* for their dedication and support. It is my pleasure to welcome our new committee members: Victor Romano from Barry College and Barbara Combs from Clark Atlanta University. Barbara is our new Executive Committee Liaison.

It is now time to mark our calendars for the 81st meeting in New Orleans! The theme is, "Racial Theory, Analysis, and Politics in Trump America." The theme calls for focused social analysis as it pertains to race and the intersection of race and politics in Trump America. The committee will organize sessions that will align with next year's theme. I look forward to working with my colleagues with the goal of making the meeting in New Orleans a success!

Nicole Lucas, Fayetteville State University
(nlucas2@uncfsu.edu)

Teaching Note

Ming Tsui, Associate Professor of Sociology
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Millsaps College
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tsuim@millsaps.edu



Ten years ago, I started using the technique of interteaching in my lower-division sociology courses and remain consistently pleased with the results (Tsui 2010). Interteaching is a course-organizing approach wherein dyadic groups of students teach each other prescribed course materials and help select the content of the teacher's lectures (Boyce and Hineline 2002). Interteaching produces focused class discussion and more germane lectures than the traditional lecture-discussion format. Moreover, it is an effective way to introduce students to and help them develop a sociological imagination and engage them in sociological research.

INTERTEACHING METHOD

To interteach, I organize students into dyads, and members of each pair teach one another specific course objectives from day's reading assignments. Each interteaching session lasts from 30 to 40 minutes (depending on class schedule) and deals with the main points in a specified selection of the course materials. Students are given an instructor-generated preparation guide indicating, "the source material, the due date, and what should be stressed" (Boyce and Hineline 2002:220). The preparation guide is used as a prompt for interteaching as well as an aid for individual studying and review. At each session, the interteaching pair goes over the guiding questions and the students provide feedback for each other's responses to these objectives.

I instruct students to use interteaching time for discussion, not for reading. To reinforce students' participation, 10 percent of each student's final grade is based on the quality of their interteaching participation based on peer evaluation (Boyce and Hineline 2002). At the end of an interteaching session, each dyad completes a record sheet that requests information including: (1) participants' names, (2) topics that gave students found difficult, (3) topics that students found interesting, and (4) topics the students would like reviewed in lecture. After each interteaching session, I use students' comments to plan the next lecture, focusing primarily on the items students found most challenging. These student-selected lectures are designed to "supplement the students' one-on-one interactions" (Boyce and Hineline 2002:220).

CLASSICAL THEORY COURSE: APPLICATION OF INTERTEACHING

From my classical theory course, I want students to appreciate the value of theory for understanding the history of human interaction and for analyzing current socio-political events. My objective is not to cover all aspects of all theories, but to introduce relevant aspects of theories for student application in their daily lives.

The most challenging aspect of using interteaching was the selection of course materials. Interteaching objectives must be concise and specific, and can cover only the fundamental course content. To determine which materials to include, I focused on each theory's contemporary relevance and application. Before the semester began, I completed a rough draft of all the course's interteaching guides, carefully selecting key concepts of theories. The guide for each interteaching session was composed of 5-6 objectives, with each objective addressing one or two concepts. Throughout the semester, I revised and fine-tuned the interteaching guides.

For my two-meetings-a-week, 28-session course, I devoted one interteaching session each to the Enlightenment, Montesquieu, and Rousseau, two sessions each to Comte and Spencer, and four sessions each to Marx, Weber, Durkheim, and Simmel. Instead of assigning whole chapters as I did with traditional lectures, I selected the sections containing the definitions and explanations of specific theo-

(Continued on page 11)

retical concepts. To evaluate student learning, I gave four in-class quizzes and required one research paper, which students developed and completed in stages.

In addition to the primary text (Turner et al. 2012) and four original theory books (Durkheim 1951; McLellan 2002; Simmel 1955; Weber 2002), I selected news articles and op-ed pieces from the New York Times and the Wall Street Journal for pairing with specific theoretical concepts. Articles concerning ongoing national and international events are effective interteaching materials because most students are at least generally aware of these events and many students are interested in learning more. Because these newspaper articles always offer background and summary information and are typically clearly written, little or no lecture time is needed to provide background and explanation.



On the first day of class, I described interteaching procedures and requirements. This presentation was supplemented by a written booklet which includes instructions for interteaching, the first preparation guide, and a record sheet (available from author upon request). Students were told to prepare all questions on the guide and bring their notes to the next class to facilitate their interteaching performance. To encourage their mutual and active participation, I advised students to have one partner responding to (i.e., teaching) an objective and the other evaluating the adequacy of the response. Once an interteaching session begins, I distribute the record sheets and listen to and/or participate in the dyadic discussions. The aim of my participation is to help students explore the guided questions more deeply and to spot-check students' interteaching preparations.

I devote the first half of the next class to addressing the material that was problematic for students in the previous interteaching session. These lectures are followed by a new interteaching session. After each class, I record, on a copy of the preparation guide, the questions that gave students trouble or on which students want me to lecture.

INTERTEACHING THEORY: SIMMEL EXAMPLE

At the beginning of the semester, I asked students to interteach Comte's definition of sociology (sociology as a "social physics," capable of discovering the "fundamental nature of social phenomena" (Turner et al. 2012:1)) with the aid of Simmel's conflict-over-cause theory (Simmel 1955:39) and New York Times articles on ISIS brutality and its appeal to young people (Fackler and Nordland 2015; Shane and Hubbard 2014). In my lecture format, students, without careful reading, often simply dismissed Comte and found Simmel too difficult. With interteaching, students acquired a much clearer understanding of Comte and Simmel because of the effort required to produce explanations helpful to their partners. They actually engaged in lively discussions on why religious wars tend to be extreme and ferocious. Commenting on the similarities between the ISIS movement and the historically brutal conflict between Catholics and Protestants, students explained that ISIS's brutality was directly related to the belief that they were fighting for a cause, not for themselves. Because ISIS fighters are willing to die for their caliphate, "they are convinced that they are entitled to make anybody a victim of the idea for which they sacrifice themselves" (Simmel 1955:39).

Later in the semester, I coupled Simmel's essay "The Stranger" (Simmel 2011) with his definition of sociology (sociology as a study of the forms of social interaction (Turner et al. 2012:262)). I asked students to use the status of Jews in Europe (the example of a "stranger" in Simmel's essay) to understand his views on society and his definition of sociology. Specifically, I asked students to discuss how the number and type of group affiliations of the 19th century European Jews and their outsider status brought them economic opportunities along with resentment from non-Jews. Then (in the next interteaching objective) I asked students to extend Simmel's analysis to immigration in the U.S., specifically to the fact that immigrants tend to be economically more successful than are native-born racial and ethnic minori-

ties. The students were able to explain the similarities between the U.S. immigrants and the European Jews in Simmel's essay and the possibility that immigrants' success was due to their outsider status. Based on Simmel's theory as well as their own observations, many students hypothesized that, as foreigners, immigrants may encounter a less negative racial stereotype, and thus be more likely to find employment, than native-born minorities.



EVALUATION

Student engagement and learning outcomes improved as a result of interteaching. Students developed deeper synthetic understanding and the ability to apply their understanding to contemporary issues. This understanding resulted in several students converting course papers into larger academic projects, including an honors thesis, regional conference presentations, and regional undergraduate paper competitions (and winners!).

In an end-of-semester assessment, most students evaluated interteaching as a "very helpful/useful method for learning"; all but one of the students said, "If I had to do it over and had a choice, I would take the course using interteaching." When asked to list the "Aspect of interteaching you liked the most," most students listed enhanced learning, with comments such as, "Interteaching helped with navigating the theorists in a clear way, made it very easy to engage in the readings, and provided a way to ask questions about the harder aspects of the theories," and "Actually talking things out and trying to teach concepts to others really required me to fully understand the content."

SUMMARY AND CONCLUSION

I believe interteaching worked well in the theory course for several reasons. Interteaching effectively tackled the "students-do-not-read-text" problem, the main cause of difficulty with the course for me and the students. The use of theory to evaluate current events effectively demonstrated the analytical power and relevance of classical theory. The interteaching arrangement, dyadic rather than "small group" discussion, not only required students actively engage with the theories, but also held students accountable in collaborative learning. With three or more members, at least one student can be a passive participant, while with two, "there is no place to hide." I was especially pleased with the enthusiasm students displayed when analyzing current events using classical theory. The on-going, seemingly intractable national and international crises worry today's undergraduates; the realization they can identify and explain the underlying causes of these problems increases their interest in sociology. Due to the success in my theory course, I started to use interteaching in my other upper-level sociology courses with great results.

ACKNOWLEDGEMENTS

I would like to thank Drs. Edmond Venator and Anne MacMaster for suggestions and editorial assistance.

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Regional and State Sociological Societies News

In this new section, graduate student editor Kaitlyne Motl (University of Kentucky), shares news from our regional and state sociological societies.

To submit your news, click [here](#).

Conferences & Calls for Proposals/Papers

- * The Mid-South Sociological Association (MSSA) is pleased to announce its annual meeting, to be held October 18th – 21st, 2017 in Chattanooga, Tennessee. For more information about this conference, please visit our [website](#).
- * The Missouri Sociological Association cordially extends its invitation for scholars to participate in the group discussions, formal paper presentations, and opportunities for networking and collaboration it will feature as a part of its annual meeting, to be held October 20th – 21st, 2017 in Jefferson City, Missouri. More information about this event can be found [here](#).
- * Save the date for the Michigan Sociological Association's annual conference, to be held October 27th – 28th, 2017 at Grand Valley State University's Grand Rapids campus. Abstracts are due September 30th, 2017. Please see the Association's [website](#) for important abstract submission details.
- * The Pennsylvania Sociological Society announces its 67th annual meeting, to be held October 27th – 28th, 2017 at the Community College of Allegheny County. Watch for details on our [website](#).

Publication Invitations

- * The Michigan Sociological Society extends its call for papers to be included in the Fall 2017 issue of its peer-reviewed journal, Michigan Sociological Review. Submissions are due May 31st, 2017; however, submissions sent after this date may be considered for future editions. For more information on MSR and important submission details, please visit [here](#).

Undergraduate Opportunities

- * The Mid-South Sociological Association (MSSA) eagerly invites submissions for the Association's 2017 undergraduate student paper competition. Paper submissions may be authored by up to three undergraduate students, but should not exceed 20 double-spaced pages. All submission are due no later than September 1st, 2017. Although the winning paper will receive both a cash prize and certificate, all participants will present their work at the MSSA annual conference, to be held October 18th – 21st, 2017.

(Continued on page 14)

Regional and State Sociological Societies News

(Continued from page 13)

Undergraduate Opportunities: Continued

The Mid-South Sociological Association (MSSA) : Continued:
The Association also welcomes undergraduate student paper submissions as a separate, non-juried conference session. Please direct submission and competition inquiries to Dr. Jessica Abbott (Vice President-elect of the MSSA) at jessica.abbott@uncp.edu . For additional conference information, please visit [here](#).

Calls for Executive Board and Award Nominations

* The Georgia Sociological Association encourages its members to send in their nominations for Executive Board candidates. Several positions are available, spanning across a wide variety of leadership roles available within the Association. Self-nominations are welcome, but must be submitted (with a brief biography) by May 19th, 2017. Additional information about the nominations process and positions to-be-filled can be found at www.georgiasociology.com



* The Michigan Sociological Association welcomes member-submitted nominations for its three annual professional awards: The Charles Horton Cooley Award, recognizing the contributions of



MSA members to sociological scholarship; The Marvin Olsen Award, lauding member service to the MSA or “Sociology in Michigan”; and, The Larry T. Reynolds Award, applauding the teaching efforts of its members. Members should send their nominations (including a brief statement of nominee support) well before September 30th, 2017. For more detail about these awards, their past recipients, and submission contacts, please see [here](#).

SWS-S News



Sociologists for
Women in Society - South

In this section, graduate student editor Julia Miller (University of Kentucky) highlights the work of Sociologists for Women in Society-South.

Sociologists for Women in Society-South (SWS-S) is a strong network of scholars who are actively engaged in studying gender-based issues. Our annual meeting coincides with the Southern Sociological Annual meetings. We greatly value our connection to SSS and we appreciate SSS's help in organizing our meetings. SWS-S had an amazing meeting this year in Greenville (in part due to the support and cooperation of SSS). We continue to increase our membership, strengthen our connection to SSS, and offer scholarly sessions and professional workshops, many of which were co-sponsored with SSS committees. SWS-S sponsored six sessions and co-sponsored eight with SSS committees. In addition, each year, SWS-S sponsors a local organization and raises funds for the cause.

The 2017 SSS Meeting was an exciting time for SWS-S as it kicked off the inaugural happy hour fundraiser event aimed at creating a safe space for feminist and queer scholars and students. SWS-S's Vision Committee, chaired by Mandi Barringer, partnered with SSS's Committee on Gender & Sexuality, chaired by Kylie Parrotta, to host a new fundraiser event - a happy hour hosted at an off-site location sponsoring a local non-profit which helps sexual and gender minorities. SWS-S raised donations through the happy hour event and the annual Coffee-for-a-Cause/Silent Auction on behalf of Greenville's local non-profit, [Gender Benders](#). The event was held on the rooftop of the swanky SIP Whiskey & Wine Bar – who generously donated their space to us – with live music donated by professional musician, Scott Peebles. This event attracted a large audience -- around 100-200 guests! In total, this event raised \$740 for Gender Benders! Additionally, the Coffee-for-a-Cause/Silent Auction, co-sponsored by SWS-S and SSS's Committee on Sociological Practice, far exceeded previous years in donations, as we raised almost \$1,600! Between both fundraising events, including additional donations from the Gender Benders' buttons and Tampa Bay Rays shirts, we raised just shy of \$2,500 for Gender Benders! The proceeds will fund thirteen youths to attend the annual Camp GB. We would like to thank all of you who joined us in support of Gender Benders! And, if you would still like to donate to Gender Benders to help support campers, please click the following link [here](#).

GENDER BENDERS

SWS-S greatly appreciates the support of SSS and we would love to have more SSS members get involved in SWS-S. If you are interested in joining, please contact Cheri Chambers at cheri.chambers@saintleo.edu for more information. Membership is affordable at \$10 for new members, \$5 for students and \$15 for continuing members.

(Continued on page 16)

SWS-S News



(Continued from page 15)

From Denise Bissler, President of SWS-S:

Wow! What an amazing meeting we had this year in Greenville, SC! I want to express my gratitude to all our SWS-S members for making this such an amazing organization. The work you do to support our mission is just awe-inspiring. SWS-S has a wonderful visibility at the SSS meetings and we seem to be increasing our presence at SSS and our connection to SSS.

At the meetings this year, we:

Renewed/joined 65 members

Offered 14 sessions and co-sponsored sessions.

Raised \$2,496.39 in donations for Gender Benders

Raised \$1,202.21 for SWS-S

Thank you to the SWS-S officers that made this happen. Stephanie Gonzalez-Guittar handled the details of the sessions. Carrie Lee Smith worked on several things as Treasurer/Membership Chair including handling our bank transfer and starting the process of clarifying our tax status.

Penny Harvey is an extremely active member and attended both SWS National meetings as our liaison.

Mandi Barringer deserves special recognition for going the extra mile in the role of Vision Chair. Not only did she organize our annual Coffee with a Cause event, she also planned an extremely successful Happy Hour Event where we raised \$740 for Gender Benders. Attendance

Please feel free to contact me with questions, concerns, or suggestions.

Denise L. Bissler

President, SWS-South

dbissler@rnc.edu

ANNOUNCEMENTS AND SOCIETY NEWS

Got an announcement to make?

Please submit it to graduate student editor Harry Barbee (Florida State University) by clicking [here](#).

SSS Election 2017

Please remember to vote in the 2017 SSS election! We have a tremendous slate of candidates for President, Vice President, Executive Committee, and Publications Committee. Additionally, you will be asked to vote on proposed changes to the SSS Bylaws.

All votes are confidential. Note you must have an active membership in the Society to vote. To join or renew your dues, please visit. <http://www.southernsociologicalsociety.org/join.html>.

[Guide to 2017 Candidates](#)

[CLICK HERE TO CAST YOUR VOTE!](#)

The voting portal will close at midnight (EST) on Wednesday, **May 31st, 2017**.

If you are interested in running for an office within SSS or nominating someone for an elected office in the 2018 cycle, please email Shannon Davis (sdavis@gmu.edu). The Nominations Committee greatly appreciates your input!

You are invited to JOIN SWS-S!

SOCIOLOGISTS FOR WOMEN IN SOCIETY (SWS) is a regional organization serving the same purposes as, and in liaison with, the national SWS. We hold meetings annually in conjunction with the Southern Sociological Society (SSS). We are dedicated to gender scholarship; supportive of graduate students and new faculty; and devoted to feminist social change. For more information, visit [our website](#).

Benefits of membership:

- **Share scholarship or attend sessions**
- **Network with known gender scholars**
- **Be mentored at the SSS meeting**
- **Be a mentor to a new student/SSS attendee**
- **Join us at “Coffee with a Cause”**
- **Bid in the Silent Auction**
- **Learn from amazing scholars and leaders**
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ANNOUNCEMENTS AND SOCIETY NEWS

Call For Editors: *Social Currents*

Social Currents is seeking a new editor or editorial team to begin a three year term that will run from January 1, 2019-December 31, 2022, with the transition between editorial offices beginning summer 2018. *Social Currents* is the official journal of the Southern Sociological Society and publishes six issues a year. The journal is a broad-ranging social science journal that focuses on cutting-edge research from all methodological and theoretical orientations with implications for national and international sociological communities. The uniqueness of *Social Currents* lies in its format. The front end of every issue is devoted to short, theoretical, agenda-setting contributions and brief, empirical and policy-related pieces. The back end of every issue includes standard journal articles that cover topics within specific subfields of sociology, as well as across the social sciences more broadly. Currently the journal accepts about 15% of its submissions and receives approximately 225-250 submissions per year.

Candidates for the editorship must be members of the Southern Sociological Society and must be tenured professors in an academic institution or hold an equivalent role in a non-academic setting. We welcome proposals from sole editors or teams. Editors should have an outstanding record of scholarship; offer a vision for the journal's future as well as an understanding of its unique format; possess a familiarity with diverse methodological approaches; and provide evidence of strong organizational skills. Candidates with previous editorial experience are also strongly encouraged to apply.



Applications should be no more than five pages and should include: (a) a vision statement that describes the journal's strengths, challenges, and the editorial team's plans to maintain and ideally raise the journal's standing, (b) detailed information about the editorial team, including a summary of their skills and qualifications for the position; philosophy for establishing the editorial board; the team's ability to offer guidance and support to authors submitting manuscripts; and how they plan to manage serving as editor with their institutional responsibilities (e.g., course releases, potential deputy and managing editors), and (c) a very precise description of how the office will function, e.g., who will be responsible for selecting reviewers, how to ensure that authors receive decisions in a prompt and timely fashion. Applications that propose co-editors at different institutions should specifically address how editorial tasks will be divided between editors and institutions and in which institution(s) the editorial staff will be located.

The publications committee will begin reviewing applications starting June 1, 2017. We will offer a recommendation to the Executive Committee by October 15, 2017. Please send completed applications to Adia Harvey Wingfield at ahwingfield@wustl.edu.

ANNOUNCEMENTS AND SOCIETY NEWS

The ASA Section on the Sociology of Sexualities subcommittee "Advancing Trans Studies in Sociology" is compiling a list of scholars with expertise in trans-related topics who are willing to serve as journal referees. The goal of this initiative is to help spread the labor that is often placed on a few well known Trans Studies scholars, as well as to promote quality peer review in social science trans scholarship.

SOCIOLOGISTS FOR

TRANS JUSTICE NOW!

[Click here](#) to add your name to the database, and please share widely! Connect with the [Sociologists for Trans Justice](#) initiative!

SocArXiv will host the inaugural [O3S: Open Scholarship for the Social Sciences symposium](#) on October 26-27, 2017 at University of Maryland, College Park. The symposium will (a) highlight research that uses the tools and methods of open scholarship; (b) bring together researchers who work on problems of open access, publishing, and open scholarship; and (c) facilitate exchange of ideas on the development of SocArXiv.

We invite social science papers or presentations related to the following themes:

Research on any topic that includes open scholarship components. This may entail a demonstration case showing how to do an open scholarship project, providing data and code for results, working with collaborators, or other examples of open scholarship in practice.

Research about open scholarship itself. This may include mechanisms for making data and code public, workflow processes, publication considerations, citation metrics, or the tools and methods of open scholarship.

Research about replication and transparency. This includes both replication studies and research about replication and reproducibility issues.

Travel stipends of \$1,000 will be available to a limited number of presenters. **Submissions are due by June 1, 2017.** Visit <https://socy.umd.edu/centers/socarxiv-o3s-conference> for details or Contact socarxiv@gmail.com



OPEN SCHOLARSHIP
FOR THE SOCIAL SCIENCES

ANNOUNCEMENTS AND SOCIETY NEWS

Call for Papers

“Sport Matters: Physics, Politics, Performances, Pedagogies”

The North American Society for the Sociology of Sport (NASSS) is hosting its annual conference from November 1-4, 2017 in Windsor, Ontario. The theme this year is “Sport Matters: Physics, Politics, Performances, Pedagogies” The full call for abstract can be found [here](#), but Body & Embodiment scholars might be particularly interested in the following session:

Trauma-Informed Sport: Body Work and Shifting Assumptions of Trauma

Organizers and Presiders:

Cathy van Ingen, Brock University, cathy.vaningen@brocku.ca

Nik Ives-Allison, Brock University, nik@nivesallison.com

Abstract: This session seeks to speak to the role of sport, physical activity and body-oriented research interventions in addressing trauma. Trauma discourse is increasingly used in social theory and policy and trauma-informed language and practice has become more common in both the health and social service sectors. In this session, we are looking for papers exploring issues of what ‘trauma-informed care and practice’ looks like in a sporting context. What are the effects/affects of locating trauma in individuals rather than communities? What kind of possibilities could come out of expanding our understanding of trauma through the bodily experiences provided by sport and physical activity? In what way, might the **framework** of trauma need to be problematized?

Abstracts should include the name, institutional affiliation, and email address of the author/s; a title (no more than 10 words); and a brief abstract (200 words maximum) that describes the presentation and ideally how the session fits into the conference theme. Deadline for submission of abstracts to session organizers is June 30, 2017. **Session organizers will notify authors of abstract acceptance by July 15, 2017.** Session organizers will submit completed sessions (3 – 4 papers each) to the conference organizer, Joshua I. Newman, jnewman@fsu.edu, by July 15, 2017.



North American Society
for the
Sociology of Sport

ANNOUNCEMENTS AND SOCIETY NEWS

Call for Abstracts

Emerging Scholars for International Conference on Aging in the Americas
2017 International Conference on Aging in the Americas (ICAA)
September 20-22, 2017, University of Southern California (USC), Los Angeles, California

CLOSE: May 31, 2017

DECISIONS: June 30, 2017

Emerging scholars (students, postdocs or assistant professors) conducting research—regardless of topic or methods—focused on Latino aging in the U.S. or Latin America are invited to submit abstracts to be considered for a juried poster session during the conference.

ABSTRACT SUBMISSION: All abstracts should include the following information:

- Project title--Lead-author's name and affiliation
- Lead-author's email address
- Lead-author's classification (undergraduate/graduate student, postdoc or assistant professor)
- Brief (less than 300 words) summary of the research project

Submit poster abstracts via email attachment to:

Terrence Hill, Ph.D.

University of Arizona, Tucson

tdhill@email.arizona.edu

SELECTION CRITERIA: Poster submissions will be reviewed and rated by board members of the Aging in the Americas Conference Series. A select number of posters will be chosen for oral presentations.

EMERGING SCHOLAR TRAVEL SUPPORT: A limited number of travel support awards will be available to emerging scholars presenting poster abstracts. The USC Roybal Institute will send travel award applications directly to those with an accepted abstract.

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR SUBMISSIONS: SPECIAL ISSUE OF GENDER & SOCIETY: GENDER, DISABILITY, AND INTERSECTIONALITY

In the last three decades, disability scholarship in feminist studies appeared with increasing frequency, developing from a nascent intervention in intersectional analyses to a field with special sections in several professional associations. In a 2013 essay for *American Quarterly*, pioneer feminist disability studies scholar Rosemarie Garland-Thomson argues that disability studies is a field that is no longer emerging, but has indeed already emerged. This is evidenced by various special issues focused on disability scholarship appearing in women's and queer studies journals, such as *Hypatia*, *Feminist Formations* (formerly *NWSA Journal*) and *Gay and Lesbian Studies Quarterly*. In 2011, the Disability and Society Section of the American Sociological Association was also formally established. While progress within the discipline of sociology has been made in accounting for disability, it is often not included alongside race, gender, and class in feminist sociological scholarship. Thus, while interdisciplinary feminist scholars have been at the forefront of the new field of disabilities studies, disability remains under-theorized and underrepresented in gender scholarship and sociological scholarship more broadly. The aim of this special issue is to begin to fill this gap in sociology and advance the conversation between sociology and gender scholars who have been at the forefront of feminist disability studies. Thus, this special issue will provide a forum for feminist scholars working within the sociology of gender to consider disability from an intersectional framework. Informed by black feminist analysis of black women's lives, the conceptualization of intersectionality enables a complex understanding of the ways in which race, gender, class and sexuality among other dimensions of social, cultural, political and economic processes intersect to shape everyday experiences and social institutions. The special issue will offer a unique opportunity for feminist disability studies scholars to demonstrate the ways in which intersectional feminist scholarship is central to the field of disability studies and how analyses attentive to disability advance the intersectional feminist project in sociology.

With the focus on *Gender, Disability, and Intersectionality*, topics to be considered include, but are not limited to biomedicine, sexuality studies, education, discrimination, human rights, and comparative and international studies. *All papers must make both a theoretical and empirical contribution.*

Completed manuscripts, due October 1, 2017, should be submitted online [here](#) and should specify in the cover letter that the paper is to be considered for the special issue.

For additional information, please contact any of the guest editors for this issue:

Nancy A. Naples (University of Connecticut) nancy.naples@uconn.edu

Laura Mauldin (University of Connecticut) laura.mauldin@uconn.edu

Heather Dillaway (Wayne State University) dillaway@wayne.edu

ANNOUNCEMENTS AND SOCIETY NEWS

Call for Submissions: Group Processes Conference

The 2017 Group Processes Conference will be held in conjunction with the ASA meetings in Montreal. **The date of the Group Processes meeting will be Friday, August 11th (the day before the conference).** We are busy securing the location and working out the costs. Thanks to the generosity of several institutions, we anticipate that the meeting registration fee will stay at rates similar to previous years.

Co-organizers: D’Lane Compton (from University of New Orleans), Tony Love (from University of Kentucky), and Gretchen Peterson (from University of Memphis). More details on the registration procedures and payments to come.

Submission categories:

- 1) General Submissions – open submissions on any group processes topics (inquiries and submissions should be directed to Gretchen Peterson at gpterson@memphis.edu)
- 2) Graduate Student Roundtables – an opportunity for graduate students to showcase their research (inquiries and submissions should be directed to Tony Love at tony.love@uky.edu)

Submissions for these sessions (in the form of extended abstracts) should be sent to the organizer listed by **Friday, May 26th**. Abstracts should be no more than 500 words and should summarize the research to be presented. In the abstract, please include whether you will be presenting results as well as the full list of authors. Presentation times will depend on the number of accepted papers, but we estimate they will be 15-20 minutes.

If you have questions, please feel free to contact any of the organizers. We look forward to receiving your submissions and to seeing you all in August!

THE TEACHING CORNER

The Teaching Corner is always looking for short, innovating teaching pieces to include in *The Southern Sociologist*. *The Teaching Corner* focuses on effective teaching strategies/methodologies, tools, or activities used in the classroom to engage students. In addition to teaching strategy/methods pieces, the column has historically also contained notes on teaching experiences and departmental teaching-related issues/concerns. If you are interesting in contributing to the field of teaching and learning through *The Teaching Corner*, contact Sarah E. Cribbs, PhD (editor of *The Teaching Corner*) at sarahcribbs@rmc.edu.

Highlights from *Social Currents* 4(1)

In this section of TSS, graduate student editor Josephine McKelvy (NC State) highlights articles from a recent edition of the Society's official journal, *Social Currents*.

Shi, Ying and James Moody. 2017. "Most Likely to Succeed: Long-run Returns to Adolescent Popularity." *Social Currents* 4(1):13-33. [[Link to abstract](#)]

Shi and Moody find a popularity premium, whereby high school popularity is associated with increased earnings in adulthood, net of family background, educational effort, individual traits, and work characteristics. Using Add Health data, the authors regressed log-transformed earnings on these measures as well as measures of network centrality. They found that popularity was not just how many people that a social respondent listed as friends (i.e., out-degree centrality), but rather how many people listed the popular respondent as a friend (i.e., in-degree centrality). Additionally, popularity was not only self-esteem or the Big Five personality traits. It involves a socioemotional skill that respondents hone when navigating diverse peer groups and developing a competent sense of self. Peers also recognized this skill, creating a "likability effect" when nominating their friends. Thus, the authors operationalize popularity as being a good friend rather than just social status or prominence.

Lowe, Maria R. Stroud, Angela, and Alice Nguyen. 2017. "Who Looks Suspicious? Racialized Surveillance in a Predominantly White Neighborhood." *Social Currents* 4(1): 34-50. [[Link to abstract](#)]

The authors conduct a content analysis of emails in a public listserv to uncover how residents construct "community" and suspicion in their white, middle-class neighborhood. They found that residents used the listserv to maintain community boundaries, amplify racialized fear, and encourage surveillance of black men. In response to black men (compared to white or Latino strangers), residents insisted on police involvement more frequently; used more alarmist, value-coded language to cast doubt on the presence of black strangers rather than vouch for them; and included photos more often in order to corroborate their posts. Rather than discussing racial politics, residents used colorblind frames to challenge neighbors who were critical of racism on the listserv. Their posts about suspicious persons revealed a racialization of their neighborhood as a white space and the listserv as a medium to perpetuate the image of the black male criminal.

Tope, Daniel, Rawlinson, Brittany D., Pickett, Justine T., Burdette, Amy M., and Christopher G. Ellison. 2017. "Religion, Race, and Othering Barack Obama." *Social Currents* 4(1):51-70. [[Link to abstract](#)]

The authors conduct logistic regression models on an Internet panel survey to investigate the extent to which white conservative Protestants endorsed conspiracy theories that Barack Obama is a Muslim and a noncitizen. Odds of labeling Obama as a Muslim was higher for this group, compared to other individuals, and increased with each additional unit in: 1) scores on the racial resentment indices, 2) reporting political conservatism and 3) increments of Fox News viewership. Belief that Obama was not a citizen was also associated with conservative Protestantism. The odds of othering increased with each additional unit in racial resentment and political conservatism, but not media consumption. Racial resentment moderated this relationship while the indirect effects of political conservatism and media consumption were not significant. The authors argue that these findings shed light on how group members maintain boundaries to foster a sense of Christian nationalism in an era of symbolic racism.

(Continued on page 25)

(Continued from page 24)

Allison, Rachel. 2017. “From Oversight to Autonomy: Gendered Organizational Change in Women’s Soccer.” *Social Currents* 4(1):71-86. [[Link to abstract](#)]

Allison offers participant observation and interview data to reveal the sensemaking processes within a 10-person staff of a professional women’s soccer team. Despite gender equity in numerical representation and job title, Allison documents numerous instances of paternalism when men on staff required more oversight of women’s work, (revealing an expectation of low competence among women staffers) and ignored women’s suggestions in staff meetings when they made sense of the team’s decline and viable lines of action to increase game attendance. The departure of three men on staff, in response to the team’s continuing decline, changed the organizational structure and culture, allowing more autonomy and workplace satisfaction for the remaining women. This study provides one example of how sensemaking and responses to uncertainty can challenge gender inequality in interactional and organizational contexts.

Coley, Jonathan S. 2017. “Reconciling Religion and LGBT Rights: Christian Universities, Theological Orientations, and LGBT Inclusion.” *Social Currents* 4(1):87-106. [[Link to abstract](#)]

Coding data from the US Department of Education, Coley conducts logistic regression models to predict the presence of LGBT-inclusive groups and nondiscrimination statements at Christian colleges; net of university characteristics, student body characteristics, and sociopolitical context. He found that schools with *individualistic theological orientations* (toward personal morality) were less likely to have LGBT-inclusive groups and policies, compared to schools with *communal orientations* (emphasizing social justice for all). The odds of having inclusive groups and statements decreased with higher proportions of theological majors. Additionally, the theological orientation of the school moderated these relationships. Having a higher proportion of state residents affiliated with an individualistic denomination was also negatively associated with the odds of having inclusive groups, but this sociopolitical context did not significantly predict the presence of policies. This finding presents a nuanced analysis of how theological orientations—rather than liberal or conservative teachings—influence social movements.

SSS Job Link

Sociology Departments and other entities wishing to advertise positions may do so by [paying online](#) or by sending a check payable to the Southern Sociological Society to:

David L. Brunsma, Executive Officer
Southern Sociological Society
560 McBryde Hall – MC 0137
225 Stanger Street
Blacksburg, VA 24061

For a charge of \$75 we 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 Brunsma](#).

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) 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

