

The Southern Sociologist

The Newsletter of the Southern Sociological Society

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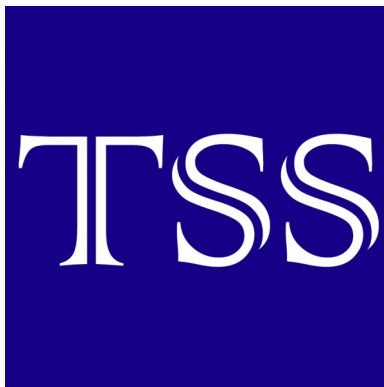


From Society President Dr. Adia Harvey Wingfield

Greetings all! I hope everyone is well and staying safe in a very unusual start to the fall semester. Whether you are returning to your university in person or working remotely, I sincerely hope that we're all able to stay protected and as healthy as possible as the pandemic continues.

In SSS news, I am pleased to report that planning for the 2021 meeting is currently under way. The theme, "[Will America Work? Race, Polarization, and Economic Inequality](#)," is certainly applicable and relevant to many issues happening in society now—our upcoming election, rising unemployment, and widespread protests for racial equity and justice. I have no doubt these issues will be just as ripe for discussion and analysis in April. And while I would love to have an in-person meeting so I can greet all of you in New Orleans with beads and a second-line parade, I am fully aware that this may prove to be impossible. Early surveys from a sample of membership indicate that even on the off chance a safe vaccine is widely available by early 2021, many universities have banned faculty and stu-

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From Society President Dr. Adia Harvey Wingfield, continued

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dents from work-related travel. Consequently, we are arranging the details for a virtual meeting, but attempting to keep our planning nimble enough that we can pivot to in-person in the event of a joint miracle of vaccine distribution and renewed university travel funds.

On that note, the call for papers for the 2021 meetings is now available. Please take a look and be sure to submit an abstract. Members are permitted to resubmit papers or sessions that were accepted to the canceled meeting last year, and of course we are more than happy to see submissions for new papers and panels as well. Even though the conference will likely not take the form we initially anticipated, I look forward to the opportunity to learn more about the important and interesting topics members are researching.

Adia Harvey Wingfield
Washington University in St. Louis



The Call For Papers is now live on our website.
Click [here](#) for more details.

Letter from the Editor, James N. Maples:



I can say with some sense of confidence that this is now officially the strangest semester of my career. I have traded my familiar and beloved lecture halls for rarely leaving my house. The library coffee shop has been inadequately exchanged for my French press. Student mentorships and these defenses are now handled via Zoom meetings and post-class conversations are found in Blackboard's discussion boards. Perhaps, now more than ever, it is important that we remain present and engaged for our students.

I'm excited to share this edition of TSS with you! This edition includes our new student section, The Grad Office, which is supported by the Committee on the Status of Students and our trio of new graduate editors, Taylor Jackson, Rachel Sparkman, and Tyler Bruefach (all Florida State University). Our SWS-S column returns this edition with a new editor (Heather Sue McDonald Rosen) and important information on an extraordinary organization. Kelsey Mischke (NC State) brings us an update on the latest *Social Currents* research. Jason D'Amours (Florida State University) keeps us up to date on sociological news around the world. Manuel Ramirez (University of Connecticut) shares some of our members' recent accomplishments and publications. And Nadya Vera (University of Tennessee) keeps this entire newsletter on task and in good form. I'm truly grateful to be working with such an extraordinary group of sociologists. Keep them in mind as they hit the job market in the coming years!

James N. Maples, PhD
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Nadya Vera is currently a graduate student focusing on environmental sociology at the University of Tennessee. She earned a master's degree in mass communications with an emphasis in public relations at the University of Florida and a bachelor's degree in theater arts at Florida International University. Before her return to academia Nadya managed media relations for animal fighting issues at the Humane Society of the United States in Washington, D.C., and worked as a public health educator for the Washington County Department of Health & Human Services in Hillsboro, Oregon. Nadya lives in Knoxville, Tennessee, with her husband, 3-year-old son and additional four-legged family members.



Welcome to the Grad Office

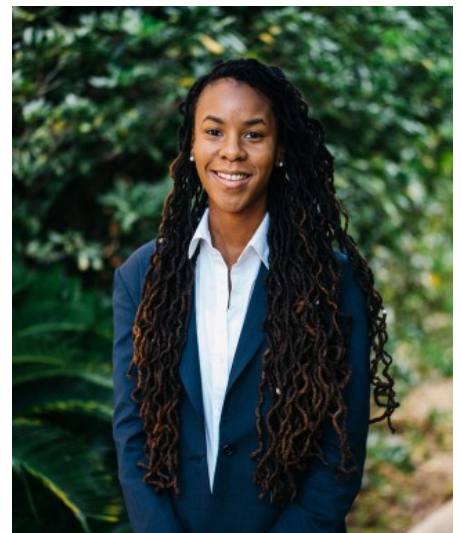
What is *The Grad Office*?

“The Grad Office is a column written for grad students, by grad students. In each issue, we’ll address one or more topics as we (and other graduate students) have experienced them. Most important is our aim to provide you, the reader, with useful information, tools, and resources that are less-formalized within graduate programs. Whether a qualitative or quantitative researcher, first-year or sixth-year, first-gen or not, we want you to have gained something useful!”

The Committee on the Status of Students is designed to aid and support all student members of SSS. As a committee, we are here to listen to your concerns, celebrate your successes, and offer support and guidance as you navigate your academic experiences. We will be working closely with TSS to make sure the most pressing topics and issues impacting students at all levels are addressed and highlighted in the newsletter. As we continue to navigate a difficult and stressful time, we hope to foster a sense of community that will serve as a resource for all students. This academic year, we plan to create virtual networking opportunities for students and faculty from different universities and research areas across the discipline. These events will hopefully take place prior to the annual conference, so students will be able to cultivate relationships before we convene for meetings. We encourage students to reach out to us with any concerns or recommendations they might have about improving the student experience within and outside of SSS.

Taylor M. Jackson, M.S.
Deana Rohlinger, PhD
Florida State University

Taylor M. Jackson is currently a doctoral candidate in the department of sociology at Florida State University. Broadly, her research interests are race, gender, work, social media, and mental health. She primarily uses qualitative and digital methods in her work. Her dissertation examines how Black women utilize social media platforms to engage in self-care and cope with racism in their daily lives. She is also interested in how racial, gender, and sexual minorities navigate the workplace and other organizations. Her research is featured in the *Journal of Business Anthropology* and *Social Currents*.



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

By: Tyler Bruefach and Rachel Sparkman

Graduate Mental Health During COVID-19

Welcome to Fall 2020! This new column is for graduate student concerns and (hopefully) to provide some worthwhile advice and resources as we navigate the maelstrom that is being a graduate student during COVID-19. Graduate school is already stressful enough with juggling coursework, assistantships, research, networking, low finances, all-the-while maintaining relationships with loved ones, and having a personal life. In some cases, students experience discrimination, harassment, or bullying within their department. If you are a new graduate student, moving to a new place brings its own challenges of battling loneliness in a new program and environment. Now, adjusting to the virtual graduate experience and the uncertainty of our academic futures/careers might feel like too much. Simultaneously, different sources of stress, such as caregiving and having family and friends who are struggling during the pandemic, are not only exhausting, they are damaging.

Your mental health is extremely important. There is a revolving door of blogs demanding awareness to graduate student [mental health disorders and depression](#), specifically for [doctoral researchers](#), where [more than a third of PhD students](#) seek help for anxiety or depression. These columns and blogs provide [calls for action](#) that include checking in with peers, cultivating a supportive departmental climate, and knowing what resources are available to help you. It is important to have support within your department (reach out to your peers and cohort!) and outside of academia (e.g., your friends and family). As busy and overwhelmed as you most likely feel, try to take part in activities to stay healthy as we buckle down on more restrictions and an uncertain future of remote learning. FaceTime your friends or cohort (or Zoom if you're not sick of it!) for a virtual Happy Hour, exercise to get your endorphins pumping, play video games, or whatever you need to do to give yourself a well-deserved mental break. Podcasts are also a nice activity that does not involve staring at a screen (your column writers currently tune out with podcasts *Stuff You Should Know* and *It's Happening with Snooki & Joey*).

Sometimes silly podcasts and virtual Happy Hours to commiserate are not enough. If you need more resources or someone to talk to, start with your college or university counseling center. These services are usually at no additional cost for students and may offer telehealth services during this



Rachel Sparkman is a second-year sociology PhD student at Florida State University. She received both bachelor's and master's in Sociology at Marshall University in Huntington, West Virginia. Before coming to Florida State, she was a sociology instructor at Virginia Commonwealth University in Richmond, Virginia. Her primary research interests include rural sociology, demography, the economy, and spatial inequalities. She is currently interested in looking deeper into structural inequalities rural communities experience, as well as the role immigration and race play with economic vulnerability in small towns. She can be reached at rsparkman@fsu.edu.

time. There are additional online resources such as the [Academic Mental Health Collective](#), and never underestimate the power of commiserating in social media groups or the [subreddit GradSchool](#). There is also the website [Grad Resources](#) that allow mentor/mentee sign-ups, as well as crisis links such as the National Grad Crisis Hotline (1-877-GRAD-HLP), also accessible through Skype (877-472-3457). Additionally, there is the [National Suicide Prevention Lifeline](#) where you can chat on the website or call (1-800-273-8255).

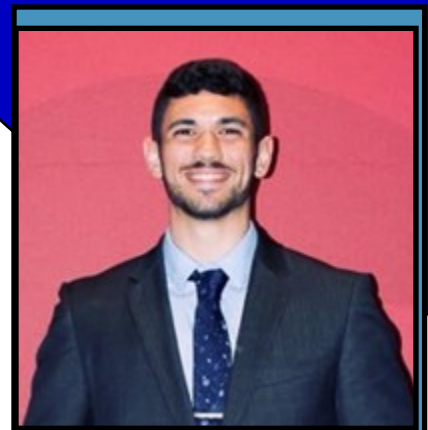
Leveraging the PhD for Careers Outside of Academia

The academic job market is tough. During a pandemic? Yikes. For those of you who are on the job market (or soon-to-be), this is something you're well-aware of. I'm a few years out and have thought about what it means for myself, and my cohort. It is unknown how long job freezes will last. What do we do? What CAN we do? First, take a minute, hour, day to manage stress. Listen to podcasts, commiserate with your colleagues, chat with loved ones, whatever you need to do so that this burden isn't so heavy for a little while. Afterward, it might be time to look towards a future outside the academe.

We hope that this feature provides practical knowledge to young scholars, so that they may apply their PhDs and expertise in ways that grad school less-often makes known. Drawing on the experiences of scholars recently or currently on the job market, seven years' worth of [PhD job placements at FSU](#), and PRRI's Natalie Jackson (see the presentation [here](#)), we discuss how others have applied their PhDs, what kinds of nonacademic jobs are out there for sociologists, where to look, and common words of advice that recent and current candidates have for managing this trying time.

PhDs develop so much knowledge and skill in graduate school, yet it is rarely discussed *how* to apply these resources to nonacademic jobs. Based on the placements I examined from my own university, graduates took jobs based on the *content of their expertise*, and their *research and methodological skills*. It was common for nonacademic jobs to be broadly related to graduates' research; an education scholar might become a university research associate that examines access in higher ed, whereas a health scholar might become an epidemiologist for a state department. Other jobs were not as connected to graduates' research but spoke to the methodological skills they gained along the way. Several graduates from the seven-year sample went on to work at the Census, as survey statisticians, whereas others became consultants for government and private agencies. Qualitative researchers similarly applied skills such as interviewing and running focus groups to careers found within state departments, nonprofits, and private companies.

Across these broader applications were also four distinct fields. There were "*alternative-academic*" (alt-ac) jobs, which



Tyler Bruefach's research broadly examines the interrelationships between nonmaterial resources and education, health, and disability across the life course. Primarily, his work gauges how psychological resilience develops and shapes health differently across early-life contexts. He is a doctoral student at Florida State University, where he also received his bachelor's and master's degrees in Sociology. He can be reached at tbruefach@fsu.edu.

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are affiliated with universities but not faculty or tenure-track positions. Some jobs in this area are research-intensive, including postdoctoral and research associate positions. Others do not involve research but require certain knowledge and analytic skills, such as university librarians and program coordinators/directors. *Nonprofit* orgs contain similar positions (research associate; program coordinator/director) but are unaffiliated. Think tanks and social justice initiatives are some examples. *Government* positions are diverse in content and analytic skills desired, and plentiful. Federal and state departments, from the CDC to DMV, need people who can understand both quantitative and qualitative data within a behavioral context (this is our strength!). *Corporations and private companies* similarly see the value of social scientists; Facebook, Google, and Amazon have hired tons of social researchers in the past decade. If you want to get paid a lot of money to be a data scientist, social researcher, or consultant, then this is the field for you. These four areas vary regarding their connections to academia, pay and benefits, and values/cultures. Take that into account but know that there's likely a job for you in each one.

Expanding your horizon from one field (academia) to many can feel overwhelming. Where do you look for jobs to find the right ones? It depends on what you want, but there are some general places you should look. In the words of Natalie Jackson, "LinkedIn is your friend." I've long ignored the almost-compulsory LinkedIn account that I made in undergrad; one blurry picture, accompanied by the vague title "Doctoral Student" to encapsulate my responsibilities and expertise. Well no more! LinkedIn is not prominent within academia, but important to both find and to *be recruited for* applied jobs. Update your information, upload a headshot (I still haven't), and list as many skills as you can that are applicable (that is how headhunters find qualified candidates). The search function allows you to use keywords and filter by geography, among other details. Make sure to conduct searches, not by job title, but the responsibilities and skills required. Titles like "data scientist" and "research associate" are often vague and meaningless. These particulars are small, yet important to managing the overabundance of positions that make job-searching feel so intimidating. Some PhDs I spoke to also used more specific job sites than LinkedIn to find openings in a specific area. [HigherEdJobs](#) is one site that contains alt-ac openings, whereas government jobs are often found on [USA Jobs](#) or specific department websites.

Other practices these PhDs found successful include signing up for listservs and email updates, using faculty-advisors' and mentors' networks, and Twitter (Yes, this is a thing!). Job banks on ASA, PAA, and regional orgs' (e.g., SSS) sites maintain job openings and can notify you when a new one is posted. If your department sends job openings through a listserv, check them out! These opportunities can be more fortuitous because of the connections your faculty have to the source. A similar logic applies to telling your mentor(s) that you're on the market. Having a foot-in-the-door is sometimes crucial for making the cut (whether we agree with that premise). Finally, Twitter is a great source for finding fresh job openings. Whether academic or not, following the right accounts can lead to openings falling into your (feed) lap. This is admittedly not my strong suit (I'm working on it!), but a good start is to follow [@NonAcPhDs](#) and scroll through their tweets and threads.

Hopefully, readers at any stage in their PhD journeys can gain something from this

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assessment of nonacademic careers. Luckily, those current and former jobseekers can certainly grasp what it's like to be a graduate student today and the precarious job market. I asked them to share some words of wisdom about the job search. One salient pointer was "Prep your materials early!" Not only does this practice avert stressful deadlines but gives you the chance to garner feedback from diverse perspectives, early-career professionals, younger students, and more-seasoned scholars alike. Tip number two is that networking is important, as illustrated by these PhDs' practices, but also through explicit advice to work on this aspect of the professional milieu. The fact that nonacademic hiring is further away means that on the market or not, this element of job searching is modifiable (at the time of writing). So, try building relationships now if you're looking to a potential career, temporary or permanent, outside of academia. A final word of advice was shared by most of those PhDs and circles back to where this column began: take care of yourself! The job market is a stressful time; budget cuts and hiring freezes across universities have not helped, either. We hope that this column can quell some stress by expounding alternative career paths. But it won't replace self-care and the support of your peers, friends, and loved ones.

Membership Renewals and Changes to Membership Year

The 2019 SSS Election changed the membership year. Beginning Jan. 1st, 2020, the SSS membership cycle will follow a calendar year. The new membership year begins on January 1st, 2020.

SSS membership is crucial to the running of the society. The benefits of active membership in SSS include:

- engaging in the governance of the Society;
- eligibility for SSS committee service, grants, and awards;
- receiving announcements about research opportunities and job openings
- instant access to the SSS peer-reviewed journal, *Social Currents* as well as *The Southern Sociologist*, the Society's quarterly newsletter.

SSS welcomes members from diverse scholarly and personal backgrounds.

For more information on the types of memberships offered, please click [here](#).

To check on the status of your dues and/or conference registration, please log into your personal member portal by visiting [here](#).

To renew your dues, please visit [here](#).



TEACHING CORNER

Committee on Sociology in Community and Small Colleges

Naomi Simmons (committee chair, Newberry College)
Kendra Jason (University of North Carolina Charlotte)
Sarah Cribbs (Randolph-Macon University)
Aaron Rowland (University of Tennessee Martin)
Ramona Olvera (Owens Community College)
Regine Jackson (Agnes Scott)
Amy Sorenson (Emory & Henry College)

Sarah Cribbs, Teaching Corner Editor (sarahcribbs@rmc.edu)
Student Editors: Tarah Leake and Mike Avent (Randolph Macon College)

How to Implant Cultural Impact and Research Experience to Sociology Teaching

Jing Zhang, Eastern Kentucky University

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” – William Arthur Ward

My name is Jing Zhang, I am a Sociology Instructor from Eastern Kentucky University. I would like to share two teaching lessons acquired through many years of practice. One of them is how to stimulate a sociological learning interest in students. The other one is how to implant an understanding of the significance of Cultural Impact and research experience to Sociology teaching.

As instructors, we all know students are fires needing to be kindled instead of vases needing to be filled. To spark learning enthusiasm, we must do our best to demonstrate to them that what they are learning is not abstract or distant from their daily life experience, instead, the new knowledge, concepts, and ideologies should be used to successfully bridge their existing knowledge blocks.

Holding to this teaching principle, I insist my teaching method should be practicable and relatable to their personal life, especially in Introductory Sociology courses. For instance, when I introduce Structural Functionalism, I try to help them understand how different social structures restrain us while they are serving us at the same time. These social structures include social institutions, social policy, and our law system, etc. I use the house as an



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analogy to analyze this philosophical concept that seems abstract to my students. Below is a sample script I use to open the conversation on this teaching topic:

Before we introduce the definition of this paradigm, we first need to understand what social structure is. In short, it is any relatively stable pattern of social behavior. Following this definition, social structure can be observed everywhere in our society. Think about what social structure you have in your classroom, family, workplace, etc. If there is a social structure in the classroom, what is the structure, and what stable behavior patterns are there? For instance, you, as a college student, always come to have the introductory sociology course in the same classroom on a regular weekly schedule unless notified otherwise. As a college student, you are expected to show up on time, pay attention to the lecture, and be fully involved in classroom discussions. Instructors are expected to prepare teaching material and present it in an attractive way, to develop critical thinking so that the student can be well prepared to be a qualified social member after graduation. The same principle is applied to every single corner in our society consciously or unconsciously. Most of us conform to these social rules and try to meet these social expectations without doubt or question. Social structure anchors the stability of our life and we feel more and more comfortable living in this invisible structure. At the same time, paying enough attention to the restraints imposed by these social structures is even more significant. Yes, we benefit from living in this structure and we are being well guided by our socialization, but we are also being confined to these unquestionable social arrangements. This dilemma is very similar to architectural house designing. In a well-designed house, we know the functions of each area. No one walks to the kitchen to take a shower or goes to the balcony to sleep at night. We enjoy the functional house plan, but our behavior is also going to be restrained by these specified area functions. Probably, as a wild sociologist, I want to sleep on my balcony with a summer breeze and a croon from the nightingale in the summer, one day! Applying sociological imagination requires us to be “deviant,” sometimes, and we do enjoy this kind of adventure in our lives!

The above analogy is well absorbed and digested by my students, helping them to develop a deep and comprehensive grasp of Structural-Functionalism.

As a Chinese American, I have a very deeply rooted Chinese social and cultural background and I have found that my American students demonstrate a better learning outcome when they were taught with a cultural comparison method.

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For example, while we were discussing different ways of conducting Sociological inquiry, one of them was Scientific Sociology. I tried to explain to my students that being objective is the first and most important principle if they like to apply positivism in Sociology. Most students have assumed that being neutral or objective is not a difficult goal to achieve while serving as a Sociology researcher. I told them it is hard to practice objectivity solidly as none of us can divorce ourselves from our past. We are who we are because of the family, social class, education, social system, and life experience we have had or have been socialized with. People may think they are unbiased, but they are not. Then, I interviewed two-thirds of my classroom students on one question about a news item from China. There is a yearly dog meat festival in a small village in China where dog meat lovers from different provinces come to the village to have a dog meat party. How do you, as an American, feel about this news? Most students offered me answers indicating strong discomfort with unbelieving facial expressions. Some of them said it's so brutal and the dogs are pitiful, others claimed they could accept this behavior from others but would never do it themselves. Of course, I was also given some unorthodox answers, such as *"I will eat other people's dogs but not mine if I am starving in extreme situations."* While we were discussing this news hotly, I proposed another question for them. *"Do you feel guilty while you are enjoying the steak, chicken breast, lamb chops, and other meat?"* Most of them said no, except for a few of my students who are vegetarians.

I then told them that overall, India consumes the least amount of meat per capita. The respect for cows is part of Hindu belief and most Hindus avoid meat sourced from cows because they are treated as a motherly giving animal and considered to be another member of the family. Hindus who do eat meat often distinguish all other meat from beef. The Chinese Dog Meat Festival is a similar story to that of guinea pigs. You as an American probably best know the guinea pig as a nervous little pet that lives in a cage and eats alfalfa pellets. Guinea pigs are raised for food in Puno, Peru, where they are considered a delicacy. The next phase of this discussion leads to the point I want to make sense to them. Both Chinese and Peruvians are not ruthless because they eat dogs and guinea pigs for protein, instead it's a part of their local culture. Chinese people don't eat all different kinds of dogs, they only raise a specific kind of dog as a source of protein. Most importantly, not all Chinese people eat dogs. In fact, a very small percentage do, despite the stereotypes. The discussion about dog meat stopped before the class section was over, but I believe the reflection of this topic goes a long way and incubates a solid foundation for cultural tolerance and mutual-cultural understanding for my students in the future.

The last thing I want to emphasize in this teaching note is that the instructor's own research stories and experiences are the best first-hand teaching material. While we are covering the

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section for the research method, I use my own research experience. As a graduate student, I was devoted to understanding how traditional Chinese social and family support networks changed for the families of children with leukemia in Mainland China because of the disease. In so doing, I give them a vivid picture of applying participate observation and face-to-face interviews. As an experienced fieldwork researcher, I can offer more realistic suggestions for students' future projects and research proposals with real world applications.

Cultivating the desire and passion for Sociology learning and teaching with first-hand research experience in a multi-cultural learning environment enables us to develop future leaders with international perspectives and well-developed critical thinking skills. That is the ultimate teaching goal I hope to achieve within my beloved profession.

Meet our Teaching Corner Editorial Staff



Sarah Cribbs is an associate professor of Sociology, Black Studies affiliate, and Women's Studies affiliate at Randolph-Macon College, where she teaches courses related to race and ethnic relations, social inequalities and research methodologies. Her research centers primarily on white racial attitudes, including how racial attitudes influence administrative policy decisions, perceptions of racial hierarchies, and access to structural resources. At Randolph-Macon, she serves on the Women's Studies Council, Black Studies Council, Non-Discrimination Committee, and is the Co-Director of the Honors Program. She earned her Ph.D. from the University of Oregon (2011), M.A. from the University of Louisville (2001), and B.A. from Roanoke College (1999).



Tarah Leake is a Student editor for the Teaching Corner. She attends Randolph-Macon College in Ashland, Virginia and majors in Sociology. Her academic interests include gender issues, film, and toxic masculinity. In the future, she hopes to work for a nonprofit organization. Tarah has developed communication, problem-solving, and writing skills that all aid in her contribution to The Southern Sociologist.

In this section, graduate student editor Heather Sue McDonald Rosen highlights the work of Sociologists for Women in Society-South.



Sociologists for
Women in Society

SWS South and Building Community in 2020

Heather Sue McDonald Rosen

How can a sense of community be maintained in the absence of face-to-face interaction?

In 2020, helping to maintain a sense of community can consist of Zoom meetings and increased listserv presence by professional organizations, among other things. In some ways, sociologists were uniquely poised to facilitate community under the "unprecedented" circumstances brought on by COVID-19. Who better to suggest a plan for developing new norms during a time of social change?

Sociological organizations took many approaches, reflecting that sociologists' support needs can differ drastically depending on their context and stage in career. Sociologists for Women in Society (SWS) emphasizes the pursuit of equality for women. SWS South is a regional chapter and members understand the complexity of navigating structural inequalities based in race and gender while in the Southern United States. For example, SWS South actively acknowledges the difficulty associated with national conference attendance and holds sessions at the regional SSS conference.

I can attest to some of these difficulties, having lived between rural Alabama and rural Georgia for most of my life and all of my schooling. Funds aside, many people face an hour-or-more drive to the nearest major airport. It can be much easier to attend when the conference itself is a few hours' drive.

COVID-19's disproportionate impact on some communities highlighted existing inequalities, the intersection of race, gender, class, and disability, among other things. Racial and gendered inequality has long existed in science and higher education, and we were not immune (no pun intended) to the effects of COVID-19.

SWS South took the approach that support meant allowing space to grieve and support rooted in mutual aid and respect—a pushback against the conditions we acknowledge as (re)producing inequality. In a time when many Southern state universities are struggling to re-open safely while grappling with current and historical racism on campus, this felt like the most appropri-



Heather Sue is a doctoral candidate in sociology at the University of Georgia interested in the connections between medicine, disability, social status, and conflict. Her research investigates the influence of changed relative status on conflicts between doctors and members of the disability community. She holds a BA in Sociology from Auburn University and an MA in Sociology from the University of Georgia. Heather Sue is an active advocate for disability access on campus. She works to facilitate accessible environments for students with chronic illness and disability both in and outside of the classroom.

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ate approach for my own context.

I want to share some of the things I've grown to love about SWS South, highlighted in the ongoing efforts to provide members support during the COVID-19 pandemic. Here are some of the ways SWS South is working to maintain community in the absence of physical contact:

(1) **Virtual Presentations:** Conference cancellations meant the loss of opportunity to socialize, network, or both. Lost opportunity is not equally impactful, though. In recognition of this, SWS South responded to the cancellation of SSS 2020 by providing members to the opportunity to submit and present research remotely. The first call for presentations was aimed at research on immigration.

(2) **Mentorship:** SWS South is working to match mentees seeking guidance in areas such as career mentorship, research, teaching, and job market with mentors. SWS members are dedicated to the pursuit of social equality for women and minorities. Mentorship through SWS South provides opportunities that are not available equally across academic institutions, such as access to mentors with similar experiences with gender, race, disability, and/or class to oneself, and guidance on the non-academic job market.

(3) **Resource Collection:** A collection of resources on teaching, job market, service, and self-care (to name a few) is in the works for and by members of SWS South. Many resources exist for teaching and other professional endeavors. There has been less focus on emotional coping and health. It is important now more than ever to acknowledge and address the unique and impactful stressors that come with sociological research and teaching. The compilation of resources for both personal and professional wellbeing addresses many of the stressors that pre-existed and were exacerbated by the COVID-19 pandemic.

(4) **Relationship with Sociologists for Women in Society (SWS) National:** Now, the membership pitch. **SWS South membership** is affordable and provides many unique benefits. These benefits include what could be crucial social support during “unprecedented” times. They also include a strong community rooted in the shared pursuit of equal human rights.

We also have an excellent team of officers. Our president for 2020-2022, Baker Rogers, is an Assistant Professor of Sociology at Georgia Southern University. Their book *Trans Men in the South: Becoming Men* was published by Lexington Books in January 2020 and is just one example of SWS South members' active engagement with issues of equality. I look forward to sharing more about SWS South members and their research—stay tuned!

Student membership is \$5, new membership is \$15, and renewal membership is \$20. Renewal begins on November 1. Memberships for 2021 can be purchased beginning November 1, 2020 will expire December 31, 2021. If you are interested in a gift membership, please contact Natasha Santana at nsantana@socwomen.org.

You do not have to be a member of SWS to join SWS South, but there is now a bundle option if you would like to also join SWS at the national level. SWS South members helped to facilitate some of the pandemic resources offered through SWS. Some of the measures implemented included writing groups and a weekly self-care and coping session held via

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Zoom. SWS South member Penny Harvey (California Institute of Integral Studies) has continued facilitating writing sessions for SWS members through the earlier part of the Fall 2020 semester.



Sociologists for
Women in Society

Sociology cannot solve COVID-19, but it can explain a lot of what's happened, identify the consequences, and try to minimize the effects. Building community is an excellent way to minimize the effect of lost face-to-face interaction. SWS South was a big factor in my own pursuit of community prior to the pandemic but especially so through its duration. If you have the energy to add one more thing this year, consider growing your support community. After all, it's a sociological approach.

Heather Sue McDonald Rosen
University of Georgia

We Want to Hear About You!

The Southern Sociologist wants to help celebrate the Society's amazing members. In each edition, we'll list members' recent publications, career updates, social activism, and more! But to do that, we need to hear from you!

You can submit your news and publications by using our convenient [online form](#). You can paste the work directly from your CV.

TSS is also happy to include write-ups for major events (such as faculty retirements and transitions) from our membership. Contact [TSS editor James Maples](#) for more information.

News and Highlights from *Social Currents*

Graduate student editor Kelsey Mischke (NC State) highlights news and articles from *Social Currents*, the official journal of our Society.

[Social Currents](#) is the official journal of the Southern Sociological Society. It publishes cutting-edge research from all methodological and theoretical orientations in sociology and the social sciences more broadly. *Social Currents* always welcomes submissions and features a fast turn-around time. In addition to publishing traditional journal length articles, *Social Currents* is unique in publishing shorter front-end theoretical agenda setting and policy-related pieces (approximately 4,000 words).

Mishel, Emma. 2020. "Contextual Prejudice: How Occupational Context and Stereotypes Shape Bias against Gay and Lesbian Employees." *Social Currents* 7(4):371-91. [\[Abstract\]](#) Mishel examines how occupational context may evoke different stereotypes about gay and lesbian employees and shape bias toward them. Using a list experiment in which respondents were randomly assigned to either the control group or treatment group and asked to indicate their feelings of anger toward statements about a gay man, lesbian woman, or straight employee working in a specific occupation and performing specific duties, Mishel compares bias against employees of different genders and sexual orientations while controlling for social desirability. Results show that bias against gay men and lesbian women is specific to occupational context and the stereotypes it may evoke. Gay and lesbian individuals working in occupational contexts that include vulnerable populations (i.e., children and the ill) elicit more bias compared to straight men and women and occupations that do not include vulnerable populations (e.g., accountants). Mishel also finds evidence of bias in favor of gay men working as a beautician and lesbian women working as a mechanic compared to straight men and women in the same positions. Results demonstrate that bias is specific to the meanings their identities evoke within certain occupational contexts and cannot be attributed to general distaste.

Morales, Danielle Xiaodan. 2020. "Partners' Educational Pairings and Fertility Intentions in the United States: Evidence from 2015–2017 National Survey of Family Growth." *Social Currents* 7(4):299-309. [\[Abstract\]](#) Both men's and women's educational levels matter in childbearing intentions. While previ-



Kelsey Mischke is a fourth-year graduate student at NC State University in Raleigh. Her primary research interests include gender, inequality, the body/embodiment, emotions, identity, symbolic interactionism, and qualitative methods. Using data collected through life history interviews with female bodybuilders, her thesis research examined how negative reflected appraisals—our interpretations of others' reactions to us—and peer and media comparisons cultivate feelings of body dissatisfaction that act as catalysts for participants' involvement in body projects—activities aimed at transforming the body. She is also interested in health and the sociology of work. In her free time, she powerlifts and dabbles in strong(hu)man events.

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ous research finds a positive relationship between education and fertility intentions among women, Morales is the first to examine how combinations of heterosexual couples' education is related to intentions to reproduce. Analyzing data from the 2015-2017 wave of the National Survey of Family Growth (NSFG) using generalized estimation equation (GEE) techniques, Morales finds that education levels of both partners have a positive effect on fertility intentions. Highly educated women with highly educated partners display more intention to reproduce than any other educational pairing. When paired with low- or medium-educated partners, highly educated women's fertility intentions are not significantly different than lower-educated women. Lower-educated women display significantly less fertility intentions than highly educated women when paired with a lower- or medium-educated partner, but this difference disappears when lower-educated women are paired with highly educated partners. Results suggest that lower-educated women, especially those paired with lower- or medium-educated men, may be disadvantaged in family formation decisions. Additionally, they speak to the need to consider both partners' education levels in research on fertility intentions. Future research might examine the mechanisms driving different fertility intentions, especially among lower-educated women.

Hwang, Karam. 2020. "Investing the Time: Group Differences in Cultural Capital Development Among U.S. Adolescents." *Social Currents* 7(5):465-86. [Abstract] The value and outcomes of different forms of cultural capital change across time and context. Hwang examines how U.S. adolescents' time investments in four forms of cultural capital—highbrow consumption, omnivorous consumption, technical capacity, and social competence—differ by class and race. Using time-use data from the 2003-2018 American Time Use Survey (ATUS), Hwang finds evidence of substantial class and race differences in activities associated with the development of technical capacity (e.g., completing homework, and reading and writing for personal interest). White adolescents and those with more educated parents spend more time on activities that develop their technical capacity compared to black adolescents and those with less educated parents.

SWS-S Membership Information

Sociologists for Women in Society – South (SWS-S) is a regional chapter of the national organization Sociologists for Women in Society. We sponsor research presentations, teaching sessions, and professional workshops at annual meetings. We host a silent auction that takes place during a coffee and dessert reception. The proceeds from the auction go to a local organization serving women in need. Interested in joining?

Our membership year runs from April 1 – March 31 and dues are relatively inexpensive (\$15 for faculty; \$5 for students and unemployed members). You can become a member [online](#) or look for us at the SSS annual conference!

Membership Accomplishments and Publications

In this section, Manny Ramirez (University of Connecticut) lists recent work and accomplishments by our members. [Click here](#) to submit your news!

Recent Publications from Our Membership:

Aging and the Life Course

Nowakowski, Alexandra C.H., J.E. Sumerau, and Nik M. Lampe. 2020. *Transformations in Queer, Trans, and Intersex Health and Aging*. Rowman & Littlefield / Lexington Books.

Community and Urban Sociology

Fitzpatrick, Kevin M. and Matthew Spialek. 2020. *Hurricane Harvey's Aftermath: Place, Race and Inequality in Disaster Recovery*. New York: New York University Press.

Crime, Law, and Deviance

Barton, Michael S., Weil, Fedrick, Valasik, Matthew, Rackin, Heather and Coto, Lynnette. (2020) "What was Washed Away and What Remained: An Assessment of the Influence of Hurricane Katrina on Crime Index". *Journal of Crime and Justice*.

Economic Sociology

Hass, Jeffrey K. 2020. *Economic Sociology: An Introduction*. New York: Routledge.

Environmental Sociology

Deb, Nikhil. 2020. "Corporate Capitalism, Environmental Damage, and the Rule of Law: The Magurchara Gas Explosion in Bangladesh." In the Routledge International Handbook of Green Criminology, edited by Nigel South and Avi Brisman. London: Routledge.

Deb, Nikhil. 2020. Elia Apostolopoulou and Jose A. Cortes-Vazquez (Eds): "The Right to Nature: Social Movements, Environmental Justice and Neoliberal Natures." *Critical Criminology*: 1-4.

Leguizamón, Amalia. 2020. *Seeds of Power: Environmental Injustice and Genetically Modified Soybeans in Argentina*. Durham and London: Duke University Press.

Family

Knox, David, Caroline Schacht, and I. Joyce Chang. 2020. *Choices in Relationships*. 13th edition. SAGE Publications, Incorporated, 2019.

Global and Transnational Sociology

Deb, Nikhil. 2020. "Law and Corporate Malfeasance in Neoliberal India." *Critical Sociology*. Online First.

Inequality, Poverty and Mobility

James J. Dowd. 2021. *Social Life in the Movies: How Hollywood Imagines War, Schools, Romance, Aging, and Social Inequality*. N.Y.: Routledge.



Manuel Ramirez is a second year sociology Ph.D. student at the University of Connecticut studying race, racism, and immigration. He earned a master's degree in Sociology from the University of South Florida where he focused on whiteness at comic book conventions and the racial discourses and ideologies among cosplayers. His current work, alongside Dr. Fae Chubin, is a comparative study that examines how state practices and political discourse racialize Latin American migrants and Palestinian protesters within settler colonial white supremacist contexts. Manuel is currently preparing for his area exams and dissertation proposal while instructing courses like Social Problems and Race, Class and Gender. He can be reached at manuel.ramirez@uconn.edu.

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Labor and Labor Movements

Sullivan, Teresa A. 2020. "The U.S. African-American Population Experienced a COVID-19 Double Disadvantage: Unemployment and Illness" Pp. 49-58 in Glenn Muschert, Kristen Budd, Michelle Christian, David Lane, and Jason Smith, eds. *Social Problems in the Age of COVID-19: Volume 1 – U.S. Perspectives*. Bristol, UK: The Bristol University Press.

Medical Sociology

Cockerham, William C. 2021. *Sociological Theories of Health and Illness*. New York: Routledge.

Trotter, LaTonya J. 2020. *More Than Medicine: Nurse Practitioners and the Problems They Solve for Patients, Health Care Organizations, and the State*. Ithaca, NY: Cornell University Press.

Political Sociology

Charrad, Mounira M. and Nicholas Reith. 2019. "Local Solidarities: How the Arab Spring Protests Started." *Sociological Forum*. 34: 1174-1196.

Charrad, Mounira M. and Rita Stephan. 2020. "The Power of Presence: Professional Women Leaders and Family Law Reform in Morocco." *Social Politics* 27 (2):337–360.

Elfstrom, Manfred, and Yao Li. 2019. "Contentious Politics in China: Causes, Dynamics, and Consequences." *Brill Research Perspectives in Governance and Public Policy in China* 4(1):1–90.

Li, Yao, and Manfred Elfstrom. 2020. "Does Greater Coercive Capacity Increase Overt Repression? Evidence from China." *Journal of Contemporary China*: 1–26.

Stephan, Rita and Mounira M. Charrad, eds. 2020. *Women Rising: In and Beyond the Arab Spring*. New York: New York University Press.

Xiao, Wenming, and Yao Li. 2020. "Building A 'Lofty, Beloved People's Amusement Center': The Socialist Transformation of Shanghai Dashijie (1950-1958)." *Modern Asian Studies*, 1-42.

Racial and Ethnic Minorities

Chubin, Fae, and Manuel A. Ramirez. 2020. "Securing Racial Borders: A Comparative Study of Settler Racial Ideology and State Border Violence." *Sociological Inquiry*.

Fitzgerald, Kathleen J. 2020. *Recognizing Race and Ethnicity: Power, Privilege, and Inequality*. 3rd edition. New York: Routledge.

Foster, B. Brian. 2020. *I Don't Like the Blues: Race, Place, and the Backbeat of Black Life*. Chapel Hill, NC: University of North Carolina Press.

Wingard, George Jr. 2020. *We Came A Long Way By Faith: Catholic Hill and St. James the Greater Catholic Church*. Film/Documentary found [here](#).

Sex and Gender

Kao, Ying-Chao. 2020. "Book Review of Vulnerability Politics: The Uses and Abuses of Precarity in Political Debate by Katie Oliviero." *American Journal of Sociology* 125(6):1716–19.

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Patti Giuffre and Gretchen R. Webber. 2020. "Be a Gutsy Girl!": Essentialism in Success-at-Work Books for Women." *Gender Issues*: 1-22.

Walker, Alicia. 2020. *Chasing Masculinity: Men, Validation, and Infidelity*. Palgrave Macmillan.

Sociology of Culture

Flaherty, Michael G., Lotte Meinert, and Anne Line Dalsgård (eds.). 2020. *Time Work: Studies of Temporal Agency*. Oxford, UK: Berghahn Books.

Sociology of Development

Deb, Nikhil. 2020. Review of *Dispossession without Development: Land Grabs in Neoliberal India* by Michael Levien. Oxford University Press, 2018. London School of Economics Review of Books.

Sociology of Population

Sullivan, Teresa A. 2020. *Census 2020: Understanding the Issues*. Cham, Switzerland: Springer.

Sociology of Sexualities

Fitzgerald, Kathleen J. and Kandice L. Grossman. 2020. *Sociology of Sexualities*, 2nd Edition. Thousand Oaks, CA: Sage Publications. ISBN: 9781544370675.

Recent awards, nominations, grants/fellowships, media appearances, retirements, social activism, and other news:

Nada Berrada won the "2020 Graduate Student Paper Prize from The Association of Middle East Children's and Youth Studies (AMECYS). The paper is titled "Tournament of Youth Narratives in the MENA Region: Consequences and New Alter-Narratives."

Emily R. Cabaniss was awarded tenure and promoted to Associate Professor at Sam Houston State University in Huntsville, Texas.

Roberto Cancio was awarded a \$853,800 grant for his study titled, "Youth Vaping in Los Angeles: Youths' Perceptions, Behaviors, and Outlet Density" through the University of California: Tobacco-Related Disease Research Program of California - New Investigator Award.

Lynnette P. Coto sent out a Dear Colleagues letter to Coto's department advocating for their Black peers. As a direct consequence of the letter, the department's faculty called a meeting to discuss how the department can better support their Black graduate students. They also created a committee who are currently collecting student-driven data to inform policy changes in the department. Coto's activism came in solidarity with the protests that ensued after the murders of George Floyd and Breonna Taylor.

Ying-Chao Kao won the 2019 Burnside Watstein Award (LGBTQIA+ Community Contribution Award) at Virginia Commonwealth University.

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Ying-Chao Kao was awarded a grant from the Taiwan Ministry of Science and Technology, for the project “Liquid Conservatism and ‘Hetero-Hegemony’: Transnational Religious Networks of Taiwanese ‘Pro-Family Movements’ and Their Inter-Asian/American Allies”.

Kathleen J. Fitzgerald, Department of Sociology, University of North Carolina – Chapel Hill, was quoted in the following two articles: “The Pandemic Has Sent Child Hunger to Record Levels” in [The Nation](#) and “5 Reasons Why Experts Say We Should be Wary of the ‘Outside Agitator’ Narrative” in [CNN](#).

Drs. Natasha Nicole Johnson and Thaddeus Johnson participated in “Systemic Racism: A Black Lives Matter Virtual Round Table” at Georgia State University. They also co-authored an op-ed in [USA Today](#) titled, “Why defunding police, upping social budgets alone won’t work.”

Dennis R. McSeveney, a long-time member of SSS, became President of Alpha Kappa Delta, the International Sociology Honor Society, at its August Council meeting. AKD is celebrating its Centennial Year. AKD was founded in November, 1920 by Emory Bogardus at the University of Southern California. McSeveney’s term as President of AKD continues until August 2022.

James Maples received the “Teachers Who Make A Difference” award from the University of Kentucky.

Carmel Price was promoted to Associate Professor of Sociology at the University of Michigan - Dearborn, with tenure.

Dr. Bryan K. Robinson was recently appointed interim Director of the Masters of Public Administration Program at Clayton State University. CSU's MPA program is housed in the Department of Social Sciences and has nearly tripled in size from 13 new students last fall to 38 this fall.

Brie Scrivner won the Southern Regional Education Board (SREB) Doctoral Scholars Program (DSP) Dissertation Year Award for 2020-2021.

Kevin T. Smiley was named a Fellow in the Enabling Program for the Next Generation of Hazards and Disasters Researchers as part of the National Science Foundation's Humans, Disasters, and Built Environment (HDBE) program.

Aida Harvey Wingfield won the 2019 C. Wright Mills Award for *Flatlining: Race, Work, and Health Care in the New Economy*.

ANNOUNCEMENTS AND SOCIETY NEWS

Have an announcement to make?

Please submit it to graduate student editor Jason D'Amours (Florida State University) by clicking [here](#). As TSS is published quarterly, please send announcements well in advance of any deadlines for submission.

CONFERENCE

The Population Association of America's Applied Demography Virtual Conference, Feb 2-4, 2021

The Population Association of America is hosting their Applied Demography Virtual Conference February 2-4, 2021. This conference will provide applied demographers with a unique opportunity to showcase their work, strengthen their personal network, and bring the applied demography community together. The deadline for submissions is October 12, 2020. Visit [here](#) for more information and to view the call for papers.

CONFERENCE

46th Mid-South Sociological Association Virtual Annual Conference, Oct 14-17, 2020

Post Fact Society: Sociological Solutions for the War on Truth

The Mid-South Sociological Association (MSSA) invites abstract submissions for their 46th virtual annual conference from October 14-17, 2020. For more information on deadlines, submissions, and sessions visit their [website](#).



Jason D'Amours is a doctoral student at Florida State University interested in the sociology of sexualities, medicine, and social movements. He is currently working on his master's thesis exploring the intersection of HIV/AIDS activism and the changing landscape of HIV prevention. He can be reached at jdamours@fsu.edu.

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR PAPERS

Citizen Science: Theory & Practice

Special Issue on: Disaster, Infrastructure, and Participatory Knowledge

**Issue Editors: Shannon Dosemagen, Scott Frickel, Aya Kimura,
and Alison Parker**

The COVID pandemic and subsequent citizen and community science responses around the world are typical of how today's disasters spur citizen and community science into action. Disasters tend to be seen as acute and geographically specific, but as the pandemic illustrates, they can also be slow-moving and geographically dispersed. Disasters also tend to accelerate, reinforce and deepen social vulnerabilities and can reveal how social institutions and socio-technical infrastructure amplify social and environmental inequality. For example, the COVID pandemic is exposing how the precarity of health care institutions and the fragility of medical technology supply chains can create new disparities in health conditions and access to health care. It is also exposing insufficient and disparate government-driven data collection about health. This special issue will focus on how infrastructure – physical, social and digital – mediates citizen and community science responses to all types of disaster.

In this special issue, we seek a range of papers including research papers (inclusive of those describing how research has been modeled in practice), review and synthesis papers, case studies, essays, and method papers as described by [Citizen Science: Theory and Practice](#). Although the field of Science and Technology Studies (STS, as the home discipline of a few of the guest editors) has influenced the conceptualization of this proposal, the special collection seeks papers from a broad array of researchers, practitioners and disciplines beyond both STS and citizen science, including (but not limited to) science and technology studies, disaster research and critical disaster studies, public health, and research on humanitarian relief and refugees. Please note, the editors will likely ask authors of selected abstracts to review another paper in this special collection.

ANTICIPATED TIMELINE

The special collection is planned to be released in two phases. The deadline for the first phase has passed. Abstracts for the second phase will be due by October 18th, 2020. Editors will issue invitations for full paper submissions by November 15th, 2020. Submission of invited papers will be due by May 16th, 2021. All abstracts should be submitted to Shannon Dosemagen by [email](#). Visit [here](#) for more information. With questions about this special issue, contact [Shannon Dosemagen](#).

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR ARTICLES

RSF: The Russell Sage Foundation Journal of the Social Sciences
Issue on: The Social and Political Impact of COVID-19 in the United States
Editors: Beth Redbird, Laurel Harbridge-Yong, and Rachel Davis Mersey

The COVID-19 pandemic is quickly leading to broad changes in society and upending ways of life across the globe. It is important to begin to understand the social and political factors that shape the response to the pandemic, as well as how the pandemic alters subsequent political and social dynamics for individuals, groups, communities, and institutions. While the COVID-19 pandemic is a clear public health challenge, it also has social, political, and economic problems of interest to social scientists. We recognize that we are at the beginning of a full and deep understanding of the relationships between COVID-19 and U.S. society, but it is evident that immediate issues are emerging. For example, public adoption of advised health behaviors relies on a successful interplay of public policy, personal and mass communication, and public attitudes toward government and fellow citizens. For a pandemic response to be effective, policy makers must devise strategies, information must be conveyed to the public, and individual attitudes and behaviors must change. The rise of diseases such as SARS, MERS, H1N1, and COVID-19 underlines the need to understand these phenomena—not just epidemiologically, but as socially and politically important events. Social and political factors impact government and individual responses to the pandemic, and the pandemic also alters the political and social fabric of the country. That means issues of power, status, resources, culture, politics, and social structures play center stage as the COVID-19 pandemic emerged, unfolded and continues.

The magnitude of the disruption caused by the COVID-19 pandemic, and the governmental responses that follow, have sweeping political and social consequences, which we are just beginning to study. Additionally, citizens' experiences with the pandemic may shape subsequent behaviors, such as strategies for collecting and processing of information, trust in government, voting behavior, and civic engagement. Likewise, the pandemic and related governmental responses have important consequences on existing social and political inequalities, including race, class, and region of residence.

In this issue, we invite theoretical and empirical papers which enhance our initial understanding of the social and political impacts of the COVID-19 outbreak. Our aim is to highlight outstanding early research on: (1) how social and political dynamics shape responses to the pandemic; and (2) how the pandemic itself alters social and political dynamics for individuals, communities and institutions. This includes research exemplifying the interplay among politics and policy; information exchange; economics; psychology; social structures, including networks and institutions; power and status; and public behavior in the United States. We welcome research from across the social sciences, including communications, economics, education, organizational behavior, political science, psychology, and sociology. Papers may employ a variety of methods and data, including both quantitative and qualitative. We are particularly interested in studies that deepen our understanding of social institutions in times of crisis and change. In the United States, the decentralized nature of the pandemic response created cleavages between regions, urban and rural areas, demographic populations, and other groups leading to significant power and status

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ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR PAPERS

Gender, Work & Organization

Special Issue on: Crises and the (Re)Organizing of Gender and Work

Issue Editors: Akosua Adomako Ampofo, Jamie L. Callahan, Manisha Desai, Kristy Kelly, Yasmeen Makarem, and Firuzeh Shokooh Valle

With this special issue, we seek to understand and explore how feminist organizations and activists around the world mobilize in the face of crisis events to resist the structural marginalization of gender and work issues. One of the avenues for exploration is technology: How does technology implicitly (or explicitly) shape gendered identities, gendered work and feminist mobilizations? How is technology used to unbound and decolonize marginalized voices and perspectives, or to resist further capital accumulation or resource capture by elites? We invite interested authors to send an extended abstract (750-1000 words) and a short bio for each author (150 words) before 28 September 2020. The abstract must clearly state the title, question(s) for discussion within the framework of the special issue, theoretical or/and empirical ground. Extended abstracts should be sent to corresponding co-editors [Jamie Callahan](#) and [Kristy Kelly](#). Invitations for full submission will be sent mid-October. Deadline for full submissions: 1 March 2021. Visit [here](#) for more information. For information about the scope of the special issue and article suitability, please contact [Jamie Callahan](#) and [Kristy Kelly](#).

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differentials. Papers that analyze geographic, racial, socioeconomic, political, or other status and power inequalities are welcome, as are papers that leverage key events, geographic variation, or temporal differences. Papers with an international focus will be considered only if they have clear comparison with, or direct implications for, the United States.

ANTICIPATED TIMELINE

Prospective contributors should submit a CV and an abstract (up to two pages in length, single or double spaced) of their study along with up to two pages of supporting material (e.g., tables, figures, pictures, etc.) no later than 5 PM EST on November 3, 2020 [here](#).

(NOTE that if you wish to submit an abstract and do not yet have an account with us, it can take up to 48 hours to get credentials, so please start your application at least two days before the deadline.)

All submissions must be original work that has not been previously published in part or in full. Only abstracts submitted to rsf.fluxx.io will be considered. Each paper will receive a \$1,000 honorarium when the issue is published. All questions regarding this issue should be directed to Suzanne Nichols, Director of Publications, at journal@rsage.org and not to the email addresses of the editors of the issue. Visit [here](#) for more information.

ANNOUNCEMENTS AND SOCIETY NEWS

CALL FOR SUBMISSIONS

Appalachian Studies: An Introductory Reader

We invite contributions of original scholarly essays for an edited anthology focusing on Appalachia from an introductory perspective. This book will provide instructors and students of Appalachian Studies with a comprehensive and up-to-date account of Appalachian cultural, historical, and natural development.

Please consult the list of topics below and submit a 300-word abstract of your proposed essay to lisa.day@eku.edu on or before December 15, 2020. Authors will receive notifications of acceptance in a timely manner along with guidelines for contributors. Essays must be original, not previously published, or under simultaneous review elsewhere for publication. All submissions will be peer reviewed in a double-blind process before they are accepted for publication. For further information, contact [Dr. Lisa Day](#), Director of Appalachian Studies at Eastern Kentucky University, at lisa.day@eku.edu.

Submissions may cover the following categories:

Appalachia in film and cinema Appalachian ecology
Appalachian geography and geology Appalachian literature
Art in Appalachia Coal in Appalachia (including mountaintop removal)
Domestic traditions in Appalachia Education in Appalachia
Feuds of Appalachia Folklore of Appalachia Foodways in Appalachia
Gender and sexuality in Appalachia The Great Migration and Appalachia
History of Appalachia Immigration to Appalachia
Labor and Work in Appalachia Linguistics of Appalachia
Music in Appalachia Native American and Indigenous cultures of Appalachia
Political economy of Appalachia Race and ethnicity in Appalachia
Religions of Appalachia Social institutions in Appalachia
Women in Appalachia

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.

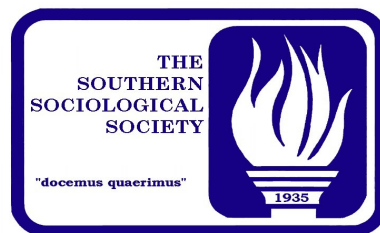
Membership is open to any person who can assist in promoting the objectives of the society. Persons wishing to join SSS may send dues directly to the Executive Officer. Please include your name, address, phone number, and institution. The membership year is July 1 through June 30. Membership classes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

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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

- June 10
- September 10
- December 10
- February 10

