



## From the Editor

Dear colleagues and friends,

Welcome to the first issue of 2020. Contributions in this March issue come from authors based in institutions located in the U.S., Germany, Canada, South Africa, and Singapore.

The first paper is a co-authored piece by Allison Niebauer (Penn State University), Abou Traore (Penn State University), Jason Turowetz (University of Siegen), and Robert Magnuson Chiles (Penn State University). Their submission revisits the epistemological and methodological arenas of qualitative research where the authors bring to readers toolkits for embarking on qualitative inquiry. Their approach engages with such qualitative traditions as grounded theory, hermeneutics, and ethnomethodology, among others.

Haikel Fansuri from the University of Bielefeld shares his research on masculinity, Islam and social media in the second article. Basing this piece on his doctoral work, Fansuri deliberates upon the extent to which Islamic masculinities are influenced by a number of factors to consider racial, ethnic, and national domains of experience. He charts out preliminary arguments by looking into the three Southeast Asian countries of Singapore, Malaysia, and Indonesia vis-à-vis social media avenues.

The third paper is a co-authored endeavour of Katherine Lyon (University of British Columbia), Annette Tézli (University of Calgary) and two scholars from the University of KwaZulu-Natal, Sultan Khan, and Sharmla Rama. The authors share their pedagogical agenda for a newly established thematic group, TG09 Sociological Teaching, of the International Sociological Association. In their essay, they outline critical reflections on how the teaching of Sociology would stand to benefit from opening up channels of dialogue and collaboration between the Global North and South, developing teaching resources, as well as querying the substantive content and materials that are harnessed for teaching purposes.

The final article is written by Shivani Gupta, who holds a PhD (South Asian Studies) from the National University of Singapore. She discusses the importance of feminist pedagogies in the current context of #MeToo Era. By sharing her teaching experiences in the classroom and by proposing a number of key tenets and principles, Gupta shows how these bring to bear

upon important conversations and discussions revolving around gender and inequality which occur between students and instructors.

As always, I extend a warm invitation to all who would like to contribute their papers for future issues and also welcome feedback on these articles. Please do email me if you have ideas, suggestions or queries about the eSymposium.

Thank you all very much for your steadfast support and endorsement of the ISA eSymposium.

Kelvin Low  
Department of Sociology  
National University of Singapore  
Editor, ISA eSymposium  
Email: [socleyk@nus.edu.sg](mailto:socleyk@nus.edu.sg)

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