Diasporas: Theme for 2006 SSS Meetings
Judith Blau, SSS President

Background
Plunder, slavery, and oppressive domination have linked continents since the beginning of human history. Bilateral and multilateral cooperation has as well, but we know more about the former because domination has had such brutal effects on human populations. Domination has involved imperial conquest, colonization, and powerful nation-states invading weaker ones, seeking to extend their political or religious dominion and to extract human labor and natural resources. In modern times, until quite recently, it has been nation-states that have launched domination projects, guided by Machiavellian principles, that is, as ruses for other ends (such as saving other nations from communist influence), but they have been chiefly political or managed by political actors.

However, globalization and neoliberalism have radically altered the rules and the dynamics of domination. In the last half century, since the end of the Cold War and the advent of electronic communications and transnational corporations, domination at the global level operates by new rules having more to do (Continued on page 2)
with pure economic exploitation and less to do with realpolitik. To illustrate the methods of control, large transnational firms, such as Wal-Mart, orchestrate all their global activities - production, distribution, and sales - from their satellites. Such precision makes it possible for Wal-Mart and other large transnational corporations to exercise tight, centralized control over millions of workers. In general, economic domination is now achieved through complex webs of control over trade, production, labor, and currency reserves, and also through appropriation of a country’s natural resources, privatization of what was once publicly supplied, and exit threats (“the race to the bottom”). The policies of WTO, IMF, and the World Bank, especially during the 1990s, promoted the interests of transnational firms and of rich countries over the rights of peoples in the Third World. This is not to say that nation-states play trivial roles in geopolitics but even the richest and most powerful of them are weak compared with the great aggregate power of global economic actors.

Social scientists have, appropriately in my view, focused on the economic and political dimensions of globalization. These new rules that have emerged are still not well understood, and the rules themselves are still evolving. There have been fine analyses on such topics as global commodity chains,\(^1\) the diminishing importance of the nation-state,\(^2\) worldwide poverty,\(^3\) and inequalities.\(^4\) Just to illustrate, we learn from the research that was carried out for the 1999 United Nations Development Report that in 1998, the assets of the three richest people in the world exceeded the combined GDP of the 43 poorest countries in the world.\(^5\)

The large and growing literature on globalization is, for the most part, depressingly fatalistic, which was a spur for me to pick up the strands of an argument, with my co-author, Alberto Moncada, and to advocate the advance of human rights and human security. We offered an interpretation as to why U.S. culture constrains Americans from fully appreciating this tradition of human rights.\(^6\) Still, we speculated what sorts of social and cultural formations could conceivably overcome the economic and accompanying political forces of runaway globalization. My theme for the March 2006 meetings grows out of these considerations.

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\(^1\)Gary Gereffi, *Commodity Chains and Global Capitalism* (Westport, CT: Greenwood Press, 1994).
\(^3\)One of the most important of the Millennium Goals agreed to by all 191 member states of the United Nations was to reduce by half the proportion of people living in poverty. Indeed, the rates of malnutrition and of people living in extreme poverty have increased since 2000. See Report of the Secretary-General, “Implementation of the United Nations Millennium Declaration,” 27 August 2004. http://daccessdds.un.org/doc/UNDOC/GEN/N04/465/40/PDF/N0446540.pdf?OpenElement.
Diasporas

Just as plunder, slavery, and oppressive domination have linked continents since the beginning of human history, so too have great migrations involving human populations. I refer to diasporas because much of recent population movement involves escaping from one country to seek security in another, although, of course, the term has historically variously referred to either mass exodus to flee persecution or the slave trade. Unlike the term “migration,” diasporas implies the enduring importance of culture, language, and social practices. It implies connectedness, rather than estrangement. For sociologists, the term has acquired other nuanced meanings: post-nationalism; multi-culturalism; cosmopolitanism, and cognitive and linguistic agility. Contemporary scholars, often drawing from Du Bois and Simmel, have stressed the importance of a diasporic consciousness. The big question for our times is whether powerful economic actors and globalization processes will prevail over the needs – indeed, the human rights - of people to find security and jobs so they can feed themselves and their families, educate their children, and live lives of dignity. I suspect that this depends on the capacity of societies and communities to prioritize human rights over the rights of powerful economic actors.

The American South: Possible Links to Other Themes and Topics

The South has complex and varied experiences with diasporas: black slaves, displaced indigenous populations, the early Scot-Irish migrants, persecuted “two-seeder” Baptists – and, more recently - white northern migrants (PhD’s included!) in search of jobs and affordable middle-class lifestyles, Latino farm workers, and growing numbers of skilled Latinos, Asians, Eastern Europeans, Middle Easterners, Africans, and African Americans returning from northern states. These groups have altered our schools, communities, and religious and political culture. The life courses of diaspora members are fundamentally different from those of native-born Americans, and members of diasporas have different ways of building communities, raising children, and knitting together family ties compared with native-born Americans. Diasporas bring with them cuisines, music, popular culture, and athletics that have altered the South, as well as the rest of the United States. Organizations, local governance, and the labor force have been greatly changed as a result of the contributions of the members of these many waves of migrant-diasporas.

I hope you will join us in New Orleans, submit papers, and (soon) give us suggestions for the program. The Chair of the Program Committee is David Brunsma. Please contact him or both of us for suggestions for special sessions. These email addresses are:

brunsmad@missouri.edu
jrblau@email.unc.edu

President Judith Blau accepts the SSS gravel from Past-President Mike Hughes.
With Appreciation,
From Past-President Michael Hughes

I want to thank you again for the honor of serving as President of the Southern Sociological Society for the year 2004-2005. It was a humbling, challenging, and very gratifying experience. I would not have been able to do my work as President if it were not for a great deal of help that I received from many people. First of all, I am greatly indebted to Program Chair, Don Shoemaker, and the entire Program Committee. Don did an excellent job as Program Chair, coordinating the work of other committee members, structuring the program, and masterfully solving the various problems that came up along the way. Without Ian Lovejoy, my Presidential Aide, I think I would have had to quit my day job in order to be President of the SSS. He was an extraordinary Master of Software, and created the physical SSS program for this year’s meetings – no small accomplishment. He was also the Master of Email and solved innumerable problems almost instantaneously. Peg Wimmer, Don Shoemaker’s aide, also did a terrific job, managing several very significant aspects of the program and making our work much easier.

Charlie Brody, the Local Arrangements Chair, and the entire Local Arrangements Committee, were also extraordinarily helpful on the ground in Charlotte. Charlie managed the many details involving the hotel, meeting rooms, getting set up, making up the program packets, and many other things. As always, Marty Levin, our Secretary-Treasurer provided the glue that held it all together. Simply put, Marty knows everything. Some people think the Great Helmsman was Mao. That is wrong. The Great Helmsman is Marty.

Several people provided me with very important comments and advice that greatly improved my Presidential Address. These are: John Ryan, Corey Keyes, Walt Gove, Jim Hawdon, and Terry Kershaw. I also thank the several other people who provided me with important comments after the address, and I will be incorporating their comments into the published version.

Again, I thank your for the honor of serving as you president. I also thank all of you who attended the meeting in Charlotte and made it a fine success. I look forward to seeing you in New Orleans.

Best wishes,

Mike Hughes
Editor’s Note: “The Teaching Corner” has been a regular feature of *The Southern Sociologist* for the past three years. The Committee on Small and Community Colleges has taken responsibility for writing this column. The editor wants to thank the outgoing Chair of this committee, Lee Millar Bidwell, Longwood College, for her fine work on “The Teaching Corner,” and welcome the new Chair Barbara Johnson, University of South Carolina Aiken.

“The Teaching Corner” features innovative ideas to enhance student learning. If you have a classroom exercise, an out-of-class assignment, or a favorite videotape or DVD that you have found effective in helping students understand course material. Please send a brief description to Barbara Johnson, Chair, Committee on Community and Small Colleges (barbj@usca.edu), Department of Sociology, University of South Carolina Aiken, Aiken, SC 29801.

**Driving My Car and the AIDS Pandemic**

**Betty Brown** ([Betty.Brown@NAU.EDU](mailto:Betty.Brown@NAU.EDU)) a doctoral candidate at Arizona State University and an Instructor in the Department of Health Sciences recommends the following exercise to contextualize the AIDS pandemic. While designed for Principles of Epidemiology class, this exercise could be adapted for use in introductory sociology, demography, sociology of medicine and health, and social psychology.

**Objectives of the activity:**

- To facilitate the students’ exploration of upstream as well as downstream causes of the AIDS pandemic
- To enhance critical thinking skills vis-à-vis social determinants of health problems
- (As the instructor) To learn what the students know about the epidemiological and social processes involved in disease transmission

*(Continued on page 6)*
The approach of the activity in class:
On one end of the classroom's chalkboard, write, “AIDS epidemic in Botswana”; on the other end write “My driving my car.” Tell the students that the two things are related and ask them to tell how. Beginning with AIDS in Botswana, ask them the familiar questions, such as the body fluids by which HIV can be transmitted person-to-person. Circle one of their answers, such as “HIV-infected semen and vaginal fluid” and ask them what kinds of circumstances lead to this exposure. Then continue this line of questioning across the board – who, what, how, why questions – until they arrive at the larger social and economic forces that have an impact on the original individual behavior choices.

When they have reached “My driving my car,” then discuss the overall meaning of upstream versus downstream causes of health problems, different types and sources of data that can be explored to provide a broader understanding of disease processes, and prevention strategies.

Materials needed:
A long chalk board, a piece of chalk, and about 30 to 45 minutes (depending on the class)

This activity clearly demonstrates a sociological perspective on health and illness. Please contact Ms. Brown for more details of the exercise.
A Family Skit

Farrah D. Gafford (fgafford@tulane.edu), a doctoral student at Tulane University, uses the following class activity to promote collaboration in the classroom and to reflect on images of family over time. She uses this activity in a Foundations of Sociology class, but it might also be effective in sociology of the family and gender roles classes.

Basic Concepts:
Family, primary socialization, conventional family, myths of the traditional family (Stephanie Coontz’ work), feminist approaches to understanding the family, division of labor, captive wife syndrome, and caring activities.

This exercise can serve as a prelude to the lecture on changes in the family over time and myths of the traditional family. During the lecture, the class will be asked to evaluate some of the images depicted within the skits performed in class.

Instructions:
Divide the class into groups of 4-5 people (depending on the size of the class). Allow each group to discuss how they feel family life has changed since the 1950’s. Group members should brainstorm and exchange ideas on their perceptions of family life in the past. Because of their ages, it is impossible for them all to know about these experiences first-hand. However, they can think about the lives of their grandparents, parents, or family life depicted on old television sit-com programs such as Leave it to Beaver, The Wonder Years, and Father Knows Best. After the discussion, require each group to create a 5-7 minute skit using some of the ideas generated from the discussion to create a scenario that represents their group’s perceptions of family life in the past. One member of the group acts as a narrator. The narrator provides the audience with a general overview of the images that the group is trying to exhibit. Remind students to be creative but also respectful in their depictions. Each group will perform its skit during the following class period. Allow students five minutes to meet before performing.

Materials:
The groups should be encouraged to bring small props to enhance the performance of the mini skit. Furniture in the classroom may have to be re-arranged to give students enough space to perform.
“What’s Your Theory?”

Jeffrey G. Touissant (jtoussai@vt.edu) suggests the following activity to combat students’ indifference to social theory and to help them realize they have a theoretical perspective. He uses this exercise in theory classes, but the exercise could be modified for almost any course. Mr. Touissant concludes that while this exercise oversimplifies sociological theory, the activity attracts students’ attention. He reports hearing students joke with others about “their” perspectives and feels the students are less apprehensive about applying theory after completing this assignment. He often has students re-do the exercise at the end of class to see if they have changed their views or explanations of social issues.

Create a handout with five categories related to social issues such as crime, environment, racial inequality, class inequality, and gender inequality. Under each category, write the questions that closely reflect the three main sociological theoretical perspectives: structural functionalism, conflict, and symbolic interactionism.

For example, under the category of crime, for conflict theory, “Do you believe the laws, the criminal justice system, which neighborhoods are patrolled by the police, and who gets arrested/sent to jail-reflects those who have the power to make those decisions?” Crime from a structural functionalist perspective, “Do you believe that crime is a natural outcome of society?” Finally, from a symbolic interactionist perspective “Do you believe people become criminals because they are labeled as such?”

Students then total their yes responses to the five categories. The highest total reflects their theoretical position.

Send your comments, suggestions, or materials for The Southern Sociologist to the editor Bob Freymeyer mailto: rhfreym@presby.edu
Carolina Undergraduate Social Science Symposium

On April 21 and 22, about seventy students and faculty from colleges and universities across South Carolina visited Francis Marion University to participate in the Carolina Undergraduate Social Science Symposium, which is sponsored annually by the South Carolina Sociological Association. Dr. Lisa Eargle chaired the program committee; Dr. Richard Brunk served as a judge for the paper and poster competitions; Dr. Russell Ward chaired the local arrangements committee; and Dr. Joel Thayer served as coordinator for the event.

On Thursday evening, Dr. Mark Scarbecz, of the University of Tennessee College of Dentistry, delivered the keynote address in which he reported his research on “Women in Dentistry.” He also spoke after lunch on Friday about opportunities for careers as applied researchers in health care settings. Also on Friday, paper, panel, and poster sessions were held on topics such as Social Dysfunction and Illness; Mate Selection; Death and Religion; Family and Parenting Issues; Stereotypes and Perceptions of Social Responsibilities; Politics, Participation, and Public Opinion.; Sociology of Place and Culture; Individual and Organizational Successes; and Taking it Public: Contemporary Sociological Theory in the Public Area.

Lisa Eargle presents Julia Baarcke of Presbyterian College the award for the Best Paper for her study of "The Influence of Parents on Their Children's Occupational Choice."

Second place in the student paper competition went to Damika Gainey of Coker College for her paper on "HIV/AIDS: An Assessment of the Epidemic on Both the Local and National Levels."

The award for the best poster went to Miles Childers of Newberry College for "Murder Rates by Location: Urban and Rural Areas."
2005 Annual Meeting Successful

Meeting in Charlotte for the first time in about twenty years, the annual meeting was well attended. President Hughes presented an informative address on “Affect, Meaning, and the Quality of Life,” which included a rousing imitation of Barbara Strissand. The program featured several other sessions related to the theme “Culture and The Quality of Life” including an address by ASA President Troy Duster.
Scenes from 2005 Annual Meeting

Committee Reports, Executive Committee Minutes, and Business Meeting Minutes Available Online

Full text of the reports of all Southern Sociological Society committees as well as minutes of the Executive Committee meetings and annual Business Meeting are available at

The Honors committee and the SSS were proud to recognize a series of members for their meritorious achievement at the Honors Convention and Presidential Plenary at the 2005 annual meeting in Charlotte, North Carolina.

Janice Rienerth of Appalachian State University and Kirsten Dellinger of the University of Mississippi tied for first place in the poster competition. Rienerth’s won for her poster on “Internship Satisfaction: An Exploratory Study.” Dellinger’s poster reports on her fieldwork exploring “Catfish Culture: Work & Identity in a Southern Industry.”

Donald Tomaskovic-Devey, Chair of the Honors Committee, presents the Odum Award for the best Undergraduate Paper to Scott Jacques, University of Georgia, for his paper “The Management of Predation among Young, Middle Class Drug Dealers.”

Carissa Froyum, North Carolina State University, receives the Odum Award for the Best Graduate Student Paper from Donald Tomaskovic-Devey for her paper “Making Meaning of Sexuality: Low-Income African American Teens and Their Beliefs in Sexuality.”

(Continued on page 13)
Barbara J. Risman, North Carolina State University, was formally awarded the 2004 Katherine Jocher-Belle Boone Beard Award for distinguished scholarly contributions to the study of gender.

Catherine Harris, Wake Forest University, was formally awarded the 2004 Martin S. Levin Distinguished Service Award to honor her contributions to the Southern Sociological Society.

Maxine P. Atkinson, North Carolina State University, was formally awarded the 2004 Distinguished Teaching Award for her contributions to the improvement of sociological teaching and the scholarship of teaching and learning.
In addition, three 2005 award winners were announced in the Honors Convention by Donald Tomaskovic-Devey, Chair of the Honors Committee. Their achievements are outlined in the articles below. Their awards will be formally bestowed at the 2006 annual meeting in New Orleans.

D elores P. Aldridge, the Grace Towns Hamilton Professor of Sociology and African American Studies at Emory University, has been awarded the Charles S. Johnson Award in recognition of an extraordinary career of professional scholarly achievement on race and the South. Dr. Aldridge's scholarly contributions have been made through teaching, research, and service/citizenship work. Dr. Aldridge joined the faculty at Emory University in 1971 with a Ph.D. in sociology as the first African American woman faculty in the university. She had the responsibility of creating the first B.A. degree granting program in Black Studies (later African American and African Studies) at a major private institution in the South. She rose through the ranks from an assistant professor and administrative head of a program in a new field for which there were no models, to become the first Sociologist with a named chair at Emory while also becoming the first individual to hold a named chair in African American Studies in the world. Prior to this award she has been honored with over one hundred previous awards for her career of scholarly achievement. In fact, Emory University named its general excellence awards the Delores P. Aldridge Excellence Awards. Dr. Aldridge has served as the president of national organizations on four separate occasions including the Association of Social and Behavioral Sciences and the National Council for Black Studies. Dr. Aldridge has over 150 publications and has sat on more than a dozen editorial boards. Her research interests focus on theoretical and empirical issues in Africana/Black Studies; social inequality, social justice, cultural democracy and gender issues; male-female relations; intergroup relations; and women's health issues and families. She has consulted with over 90 foreign governments, U.S. federal agencies, social agencies, educational institutions, and foundations, as well as corporate entities. In the tradition of Charles S. Johnson, she has also found time to struggle for social justice and improvement of the human condition, work that has been recognized by academic organizations and political leaders around the world. The Southern Sociological Society is honored to have Delores P. Aldridge as a member and to recognize her contributions to the scholarship of race and the South.

(Continued on page 15)
Abbott L. Ferriss, Emeritus Professor of Sociology, Emory University has been awarded the Southern Sociological Society's 2005 Martin S. Levin Distinguished Service Award. Professor Ferriss went to Emory University in 1970 after a distinguished career as a Sociologist with the federal government and the Russell Sage Foundation. He has been an active member of the SSS presenting papers and attending annual meetings since 1942 when he was a graduate student at UNC-Chapel Hill. Over the last sixty years Professor Ferriss served on most of the committees that do the work of the society, most notably in the Presidency of the SSS in 1987 and as editor of *The Southern Sociologist* from 1981 to 1984. During his Presidency, Professor Ferriss reorganized the expanding society, separating the duties of the recording secretary from those of the secretary-treasurer and computerizing (with George Conklin's able execution) society records. In addition, two honors that recognized and institutionalized the increased diversity of the Society were added during his tenure -- the Charles S. Johnson and Katherine Jocher-Belle Boone Beard awards. His editorship of TSS has been singled out for improving the quality and broadening the scope of that publication, a gift from which the society still benefits. All nominators agreed that the SSS owes a debt of gratitude to Professor Abbott Ferriss for his tireless service to our common purpose. The Southern Sociological Society is happy to acknowledge our collective debt to the hard work and support of Abbott Ferriss.

Idee Winfield, Associate Professor of Sociology, College of Charleston, has been awarded the Southern Sociological Society’s 2005 Distinguished Contribution to Teaching Award. This award is given to honor individuals, departments, or other collective actors for outstanding contributions to the teaching of sociology on the graduate or undergraduate level. Dr. Winfield is recognized for sustained and effective efforts to improve both scholarship of teaching and the institutional place of teaching in the Sociology profession. She has published a number of articles on teaching sociology, edited resource manuals for the American Sociological Association, and organized multiple workshops at the ASA and SSS meetings devoted to teaching issues. One of Dr. Winfield's key contributions is her effort to institutionalize the use of teaching portfolios in hiring, tenure, and promotion decisions. Just as excellence in scholarship is documented by publications, serious commitment and excellence in teaching is documented by systematic collection, analysis, and presentation of evidence in the teaching portfolio. The teaching portfolio not only helps job candidates make their case, but serves to make visible the work and value of teaching in the profession. It is also clear that Professor Winfield is personally an engaging and effective teacher and mentor. The Southern Sociological Society is proud to honor her achievements.
News About Members

Wes James Wins Outstanding Graduate Student Award at Mississippi State University

Wes James, a Ph.D. candidate in Sociology and Research Associate of the Social Science Research Center, was recently awarded the 2005 Outstanding Graduate Student Award for graduate students in a research center at Mississippi State University. The Research Awards Program is designed to honor those individuals who contribute significantly to the University's mission of research. In three years, Wes James has done a superb job in representing Mississippi State University in his publications and presentations. James is lead author on two publications, coauthor on three peer-reviewed publications, and coauthor on a manuscript under review just one year after completion of his Masters in Sociology at MSU. James has also represented Mississippi State University at several national and regional association meetings. His poster presentations at the Population Association of America meetings won blue ribbons two years in a row. His research has also been recognized by the Sociology Honors Association (Alpha Kappa Delta) as reflected in his winning of the Outstanding Sociology Masters Student of the Year Award in 2004. Mr. James has been a member of the Southern Sociological Society since joining the graduate program in 2002.

Danielle A. Hidalgo Wins Coverman Award at Tulane University

The Newcomb College Center on Women of Tulane University has awarded this year's Shelley W. Coverman Memorial Award to Danielle A. Hidalgo, a graduate student member of SSS. The Coverman Award is given in recognition of a student who has excelled in conducting an empirical social science research project on some aspect of women's roles in society, or who has pursued with distinction a curriculum focusing on this area.
From the very beginning of her first sociology class as an undergraduate student, Kate Slevin found something that totally captivated her. She calls her first encounter with the discipline “love at first sight.” Now 28 years into a distinguished career of academia, that passion continues to grow for Slevin, who has spent nearly 20 years at the College of William and Mary, including six as chair of the sociology department. In recognition of her dedication to teaching, scholarship and service, Slevin was named as a winner of Virginia’s highest honor for faculty at public colleges and universities.

Slevin, the Chancellor Professor of Sociology, was selected as one of a dozen statewide recipients of the 2005 Virginia Outstanding Faculty Award sponsored by Dominion. Since the award program began 18 years ago, 25 faculty members at William and Mary have received the annual honor. The award is administered by the State Council of Higher Education for Virginia, or SCHEV.

"The dedication of our faculty and their commitment to educational excellence is what truly makes William and Mary a remarkable place for each of our students," said William and Mary Provost P. Geoffrey Feiss. "Kate Slevin is an exemplar of this commitment to students first. She has the respect of both her colleagues and students for her unstinting work on behalf of a diverse and vibrant campus community. Her standards are high; her willingness to participate in faculty governance is legendary; and her stature as a faculty mentor is unchallenged. I can think of neither a better representative of the College of William and Mary nor a more deserving winner of this prestigious award."

The Virginia General Assembly and the
governor created the Outstanding Faculty Award in 1986. Since the first presentation in 1987, 217 faculty members in Virginia’s colleges and universities have been honored. This year, 12 faculty members from across the state were selected from a competitive pool of 110 candidates who are all nominated by their peers at Virginia’s colleges. Statewide, there are nearly 11,000 full-time faculty members. Winners must demonstrate a record of “superior accomplishments in teaching, research, and public service.”

Slevin was honored during a ceremony in the Old Senate Chamber at the State Capitol in Richmond and at a luncheon with Gov. Mark Warner. The recipients received a specially designed plaque and a $5,000 award.

Slevin took her first sociology class during her second year at University College in Dublin, Ireland. She says the class immediately changed the way she approached life and school. She thought about the world in a more critical, informed way. She found a discipline that made her want to read beyond regular assignments. It’s a passion that Slevin brings to each of her classes at William and Mary. “Not only have I not lost that passion for my discipline, it has continued to grow,” Slevin said. “I wish no less for my students. My challenge each time I enter the classroom is to share with my students the excitement that sociology provides me both as a teacher and as a scholar and researcher. I covet the opportunity to both model intellectual engagement for students and to encourage them to actively engage in critical thinking – at least about one discipline.”

Even since her earliest days as a faculty member at the University of Richmond, Slevin has been known as an outstanding teacher inside the classroom and a sought after academic advisor and mentor outside of the classroom. At William and Mary, her courses regularly command lengthy waiting lists of students aware of her reputation as a challenging teacher who requires active student participation and a professor who encourages lively classroom discussion. “I strive to help students become critical observers and consumers of their cultures and those of others,” Slevin said. “I address this goal by providing a variety of readings and critiques that allow us to discuss and debate the ways that we come to understand and know our culture or society and those of others.”

Slevin started her career in higher education in 1975 as an assistant professor at the University of Richmond. In 1981, Slevin left Richmond to take the job as Academic Coordinator of SCHEV. In 1986, Slevin came to William and Mary as the Associate Provost.
for Academic Affairs. She joined the sociology department in 1990 as an associate professor and director of its graduate program. From 1997-2003, Slevin served as chair.

“Her tenure as chair was defined by a creative and well-articulated vision for the future of her department, by a commitment to students and their needs, by an unswerving dedication to excellence in teaching and research among her faculty colleagues, and by a too-rare willingness among chairs to confront difficult issues,” Feiss said. “She inherited a department with many senior faculty about to retire and left behind one full of young, energetic faculty molded into a community of scholar teachers who place student interests first.”

Since joining the sociology department, Slevin has taught at all levels of the curriculum, including graduate seminars in social theory and graduate public policy seminars on race and gender. She regularly teaches undergraduate courses focusing on the principles of sociology and the sociology of aging or work. In addition to her teaching, Slevin is widely known for her mentorship of both students and faculty members. To date, she has also chaired two master’s theses and eleven honors theses and has served as a member of 25 additional honors committees. “I benefited from her teaching skills, but just as much from the lessons she taught me about life,” said one former student. “She made me realize that vocalizing ideas and having open discussions was the best way to learn. She is a model for every educator.”

The author of several journal articles, book chapters and two books, Slevin’s scholarship is widely considered to be cutting edge. She has become a pioneer in the area of research on gender and aging and “Gender, Social Inequalities, and Aging,” a book she co-authored with Toni Calasanti, has received praise from national experts for exploring how the experience of men and women in later life varies extremely based on gender, race, class, and sexual orientation.

The winner of numerous honors during her teaching career, Slevin recently received the 2004-05 Phi Beta Kappa Award for Excellence in Teaching, which is given annually to a William and Mary faculty member who shows a sustained excellence in classroom teaching, research collaboration and mentorship. She also received the Outstanding Woman in Government Award from the Virginia Commission on the Status of Women and Virginia Women Attorneys Association in 1984, and the Distinguished Educator Award from Richmond in 1981. Slevin earned her undergraduate degree in sociology from University College and master’s and Ph.D. degrees from the University of Georgia.
Opportunities

CALL FOR EDITOR

RACE IN SOCIETY

The Publications Committee of the Association of Black Sociologists welcomes applications for the next editor of *RACE IN SOCIETY*. The editor serves a three-year term. Your application should include a preliminary discussion of the monetary and/or in-kind resources your institution would provide to the editor, including office space, furniture, networked computers, printer(s), telephone and e-mail access, graduate student assistance stipend(s), and faculty release time. Additional items that should be discussed are expenses for photocopying, postage, supplies, a managing editor (including summer salary), and funding for a book review editor(s) and summer staff. Applicants should send a letter of application, curriculum vita, and documentation of institutional support by **July 15, 2005**. Members of ABS are encouraged to apply and/or nominate colleagues who might be encouraged to apply. Please send applications and nominations to: Donald Cunnigen, Department of Sociology-Anthropology, University of Rhode Island, Kingston, RI 02881-0808. For more information, contact Donald Cunnigen, ABS Publications Committee Chairperson, at: Dcunn@uriacc.uri.edu.

The Association for Humanist Sociology

Annual Meeting

The Association for Humanist Sociology (AHS), annual meeting, October 26-30, 2005 at the Tampa Riverfront Hotel (formerly, the Radisson Riverwalk) in Tampa, Florida. The theme of this year's meeting is *Nonviolence and the Struggle for Social Justice*. It will take place as we begin to commemorate the 50th anniversary of the launching of the Montgomery bus boycott. The keynote address will be given by Congressman John Lewis of Georgia. Mr. Lewis was one of the most important figures of the civil rights movement, taking on leadership roles in the lunch counter sit-ins in Nashville, the Freedom Rides through the South, and other pivotal events of that era. Like other AHS meetings, this one will offer participants a wide range of opportunities for stimulating intellectual exchange and camaraderie with other progressive scholars, teachers, and activists. We invite proposals for papers or sessions related or unrelated to this year's theme. Submission deadline is June 10. Send all proposals to Dennis Kalob, Program Chair, at dkalob@nec.edu or Department of Sociology and Social Work, New England College, Henniker, NH 03242.
You are invited to submit abstracts for papers and/or sample papers for the 2005 annual meeting of the Southern Demographic Association (SDA). You also are invited to suggest topics for paper and poster sessions (see below). The **deadline for submissions is June 1, 2005**. This year's meeting will be held November 3-5 on the historic campus of the University of Mississippi (For details, please check [http://www.fsu.edu/~sda/](http://www.fsu.edu/~sda/)). The SDA web pages include a "forms" page for submitting your proposed session topics and paper abstracts.

Presentations of research in both applied and academic demography are welcome, as are related topics in economics, sociology, geography, political science, public health, epidemiology, and psychology. Though SDA is known for regional emphases and membership, we encourage membership and participation of individuals from any region of the country or world. The structure of presentations is flexible: potential contributors are encouraged to not only send abstracts for individual research papers, but also for complete sessions, thematic sessions, panel discussions, software demonstrations, and more! Please email (ecarlson@fsu.edu) or call (850-644-8341) Woody Carlson, this year’s program chairperson, if you have any questions regarding a potential submission. Presentations by (or coauthored with) students are especially welcome; they can offer a student a significant first professional meeting experience. The 2005 meeting promises to be a particularly hospitable forum for graduate student participation, since costs of attendance will be lower than usual. SDA also awards modest cash prizes to the best undergraduate and to the best graduate student paper. Please send all proposals and abstracts by June 1 to Woody Carlson.

The SDA web site will ask you for:

- Your name
- Name(s) of any co-authors or other presenters if you are proposing a session
- Description of paper(s) or poster(s) / Topic of proposed session(s)
- Institutional affiliation(s)
- Complete contact information (email address, telephone number, fax number, and mailing address)

Alternatively, you can mail or fax your submission to:

Elwood Carlson  
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CALL FOR PAPERS

Population Research and Policy Review
Special Issue on Spatial Demography
Paul R. Voss
University of Wisconsin-Madison
Guest Editor

Aims and Scope of this Special Issue
The goal of this special issue is to introduce demographers to new analytical approaches involving demographic data that are spatially referenced. It is anticipated that most articles will use U.S. census data, although other types of data (e.g., disease incident events or crime events) are solicited, and similar kinds of data and analyses from other countries are quite welcome. Analytical papers that address issues of large-scale spatial heterogeneity and small-scale spatial dependence and include specification and estimation of spatial models (including space-time models and hierarchical models involving a level of spatially aggregated data) will be given preference for manuscript acceptance, although the standard peer-review process, the usual publication standards, and formatting requirements of Population Research and Policy Review remain in place. Maps and graphs should be prepared for B&W (grayscale) printing.

Proposals
Please submit a 300 to 500 word proposal for your paper to the guest editor by July 29, 2005. A plain text abstract in e-mail or an attached document either in MSWord or WordPerfect is required. Send queries and proposals to: specprpr@olemiss.edu

Please note that proposals are not an absolute prerequisite for submitting a paper. However, they are strongly preferred as they will help the guest editor to shape the special issue and help you plan your paper. If you miss the proposal submission deadline, please contact the guest editor at specprpr@olemiss.edu to let him know you intend to submit a paper.

Paper Submissions
Authors should submit an electronic copy (in MSWord or WordPerfect format) by e-mail, with full contact details to specprpr@olemiss.edu. Manuscript preparation and style must follow the usual guidelines of Population Research and Policy Review. Please consult “Instructions to Authors” at http://www.fsu.edu/~sda/sdapr2.html.

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Special Issue on Spatial Demography

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Important Dates

July 29, 2005 – Deadline for paper proposals
August 26, 2005 – Feedback to proposal authors
January 27, 2006 – Deadline for full paper submissions
May 19, 2006 – Review results returned to authors
September 8, 2006 – Deadline for revised papers
November 17, 2006 – Review results returned to authors
January 19, 2007 – Deadline for final submissions

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THE SOUTHERN SOCIOLOGICAL SOCIETY
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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.

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The Southern Sociologist (TSS) is the official publication of the Southern Sociological Society. It is published electronically three times a year in the months of May, September, and January. 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.

INFORMATION WANTED. . .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 the next issue, submissions must be received by the below deadline.

In addition to news and other information, I am also interested in any thoughts you may wish to suggest regarding the format and/or content of TSS.

TSS
The editor reserves the right to publish or not to publish any submission. Also, there may be times when submissions need to be edited. This will be done where appropriate, but in no case will the substance of any submission be changed without the prior consent of the author.

Next Issue Deadline: August 1, 2005