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# Get Ready for the 2007 SSS Program: It's Sociology with a Southern Face

Ron Wimberley  
SSS President

In case you've missed it, the theme for our 2007 program in Atlanta is "Sociology with a Southern Face."

It's your professional face; it's southern sociology's face; and it's the social face of the South. The program will look at the goodness of fit among our personal careers as sociologists, what we do collectively as southern sociologists, and the special sociological needs and opportunities in the U.S. South.

As I look at it, "Sociology with a Southern Face" emerges from three questions.

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## From the Editor:

This issue of *TSS* contains preliminary information about the 2007 annual meeting and Atlanta. Submission information will be sent through the Society's listserv in September. Please send your comments and information for future editions to Bob Freymeyer (mailto: [rhfreym@presby.edu](mailto:rhfreym@presby.edu)).

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## Get Ready for the 2007 SSS Program:

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First, why are we sociologists?

Second, what are we doing about it?

Third, what are we doing about it in the South?

**Why are we sociologists?** At some point or span of our personal and professional autobiographies, we made decisions to become sociologists. There were, no doubt, reasons for these decisions. Some we may share in common; some may be fairly personal. Whatever these reasons were then, perhaps we need to take another look at them.

So, why are we sociologists? Beyond the obvious need for each of us to be employed, to earn a living, and to have a career, there were probably other reasons we chose to be sociologists rather than something else. Lots of reasons. Different reasons.

The 2007 SSS program will feature some sessions where various sociologists will tell why they became sociologists. The emphasis will be more on the why than the how. And from the exploratory interviews I've done with several potential presenters, this should be interesting.

**The 2007 SSS program will feature some sessions where various sociologists will tell why they became sociologists.**

**What are we doing about it?** The second question is aimed toward a midcourse assessment or, for that matter, an early or late career redirection. Are we doing what we set out to do? Or, *should* we be doing what we set out to do?

There are no set answers to this set of questions, but isn't there more to being a sociologist than teaching our courses and crunching numbers? If you've ever asked yourself whether you're doing what you intended to do professionally, we hope the 2007 program will help you to think or rethink your professional intentions.

**In the South?** The first two questions come together in the third—why are we sociologists and what are we doing about being sociologists in the South? This is where most of the program is targeted.

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## Get Ready for the 2007 SSS Program:

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If your glance in the mirror of your professional career shows there is more you should do to fulfill the original reasons why you became a sociologist—or new reasons you've picked up along the way—the South offers some sociological opportunities that need attention.

The U.S. South—the space where most sociologists with southern faces live—is a special region with special social character. Here are some of the identifying features of the southern face of sociology:

- The South is the most heavily populated region of the United States. According to U.S. Census figures, the South is home to 36 percent of our nation's population. That's far more than any other region.
- The South has a unique history of race and regionality.
- The South continues to hold most of this country's African-American population—55 percent of it.
- The South's share of the nation's Hispanic population is 33 percent and growing rapidly. This is second only to the West's 40 percent share.
- The South has the largest share—46 percent—of the rural people in the United States. That's nearly one of every two rural Americans.
- The South is also the most impoverished region of the United States. The South continues to lag behind the rest of the United States in income, educational achievement, and plenty of other socioeconomic conditions. That means that the South leads in such things as poverty and poor educational attainment with 40 percent of the nation's poverty and 40 percent of our country's adults who have not graduated from high school by age 25.
- The South is numerically and proportionately the fastest growing region of the United States.
- The South has some fairly unique environmental issues—hurricanes, for example—and the South may be experiencing global warming and climate change differently from other regions.
- The South also holds much of the nation's vital natural resources for food and fiber such as water, soil, space, fuel, and timber—a large domestic base of raw materials

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## Get Ready for the 2007 SSS Program:

(Continued from page 3)

needed for future national competitiveness and to maintain the U.S. quality of life.

- The South faces its own kinds of problems with employment and challenges from globalization.
- And ironically, the successes of the New South have emerged in contrast to the long-standing poor quality-of-life conditions in the Old South.

This list does not pretend to exhaust the special social features and conditions that characterize the U.S. South. *The point is that, as southern sociologists, we face a lot of old and new sociological challenges that need to be met in the southern space where we live.*

**The Program Content.** The 2007 program will have sessions to highlight these and other problems and opportunities for the South and for sociologists. Please let us know what you find missing that's important. And if you wish, please submit a paper or program topic on it.

Of course, the program will also contain our customary sessions on theoretical, methodological, and substantive issues in sociology.

**In Atlanta.** The 2007 program is scheduled for April 11-14 at the Sheraton Colony Square in Atlanta. If you are a sociologist with a southern face—wherever you may live—you will know where Atlanta is. We've all been there before. So, please offer your own ideas for this program; make plans to participate in it; and enjoy it. "Sociology with a Southern Face" is our face. Let's make the best of it.

**The Committees Involved.** The co-chairs of the 2007 SSS *Program Committee* are Linda Treiber of Kennesaw State University and Donald Woolley at Duke University. Currently the other members of the Program Committee are David Alston, University of Maryland-Eastern Shore; Michelle Emerson, also of Kennesaw State University; Dana Green Appalachian State University; Jill Fuller, UNC-Greensboro; Matt Irvin, Elon University; Jennifer Nooney at the

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The 2007 program is scheduled for  
April 11-14 at the Sheraton Colony  
Square in Atlanta.

## Get Ready for the 2007 SSS Program:

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NC Center for Nursing; Christa Reiser, East Carolina University; Wanda Rushing, University of Memphis; Patricia Warren, Florida State University; Susan Webb, Coastal Carolina University; and Mike Wise of Appalachian State University; plus next year's 2008 SSS program co-chairs Peggy Hargis and Woody Beck.

The 2007 SSS program is also facilitated by the *Local Arrangements Committee* that is chaired by Dawn Baunach of Georgia State University. Other Local Arrangements Committee members include Ann Baird, Obie Clayton, and Michael Hodge of Morehouse College; Kevin Demmitt at Clayton State University; Willie Pearson of Georgia Tech; Rebecca Petersen at Kennesaw State University; Mindy Stompler of Georgia State University; Brenda Vander Mey at Clemson University; and Kathryn Yount of Emory University along with Emory graduate students, Kendra Freeman, Melissa Scardaville, and Adria Welcher.

The *Exhibit Coordinators* are Ken Muir at Appalachian State University, Robert Wortham at North Carolina Central University, and Carol Wortham at Shaw University.

**How and When to Submit Program Presentations.** The program committee plans to announce the details and procedures for the call for papers and other program items early this fall through the SSS announcements list serve. We anticipate that web submissions will be open from around Monday, September 18 through Friday, December 15. Watch for the information in your email.

Meanwhile, be thinking about what you plan to submit for the 2007 SSS program in Atlanta. Ask your self, "Why am I a sociologist? What am I doing about it? And, what can I do about being a sociologist in the South?" I'm sure that sociologists with southern faces will have some great ideas to share in the 2007 SSS program.

We're looking forward to hearing from you!

Ron Wimberley  
NC State University

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# April in Atlanta

Dawn Baunach, Local Arrangements

When I think of the 2007 Atlanta meetings, I can't help but be reminded of E.Y. "Yip" Harburg's song "April in Paris." A school friend of the Gershwins, Yip Harburg wrote lyrics for Harold Arlen, Jerome Kern, Jule Styne, and others; he wrote "April in Paris" for Vernon Duke's 1932 show "Walk a Little Faster." The first verse goes like this:

I never knew the charm of spring  
I never met it face to face  
I never knew my heart could sing  
I never missed a warm embrace  
Till April in Paris.

There's a story that, after writing "April in Paris," a friend told Harburg that he had gotten it all wrong – May was the month for Paris.

Fortunately for me, I know that I can say without fear of correction that "April in Atlanta" can't be beat. Winter and early spring rains have given way to near perfect days, with average highs in the mid 70s and lows in the 50s. April is a perfect time to get out and explore all that Atlanta has to offer.



Atlanta's [Piedmont Park](http://www.piedmontpark.org) is a very short walk (0.1 miles) from the Sheraton Colony Square Hotel. Piedmont Park has been Atlanta's "Common Ground" for over 100 years. To learn more about the history of the 180-acre park, take a free guided walking tour. The 60-90 minute tour covers the park's development from forest, farm, club, racing and fair grounds, and battlefield to the premier urban park that it is today. Tour groups meet at 11:00 a.m. every Saturday from April to October at the 12<sup>th</sup> Street Visitor Center (<http://www.piedmontpark.org>).

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## April in Atlanta

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In addition to some of the best walking and jogging paths in Midtown Atlanta, Piedmont Park is a great place for pond fishing, picnicking, tennis, soccer, baseball, biking, and rollerblading and skating. Piedmont Park has one of Atlanta's few off-leash Dog Parks for your faithful friend. The park is open daily from 6:00 a.m. until 11:00 p.m. Piedmont Park also hosts some of Atlanta's top outdoor events, including Gay Pride, the Atlanta Jazz Festival, and the Dogwood Festival.



Photo by Jeff Kempf



The 2007 [Atlanta Dogwood Festival](http://www.dogwood.org) is scheduled for April 13, 14, and 15 in Piedmont Park. The festival started out over 70 years ago as a simple neighborhood craft fair. Today, over 200 artists from across the country attend this professionally juried arts festival. With yearly attendances of 400,000, the Atlanta Dogwood Festival is the foremost arts and entertainment festival in the Southeast (<http://www.dogwood.org>).

In addition to the artist booths, the festival includes numerous live music performances. Bluegrass, jazz, soul, rock, and country music fill the springtime air.

You can really work up an appetite while strolling among the flowering dogwoods, checking out the art, and dancing to the music. When hunger grabs you, visit the numerous food vendors who offer everything from crab cakes to funnel cakes.



Festival goers can also attend the U.S. Disc Dog Southern Nationals, the world's largest and most prestigious Frisbee Dog event. See top Frisbee Dogs compete for trophies, cash, prizes, and invitations to the U.S. Nationals Finals.

A Kid's Village with inflatables, face painting, and hands-on craft activities is fun for kids of all ages.



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## April in Atlanta



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Next to Piedmont Park, just 0.3 miles from the Sheraton Colony Square, is the [Atlanta Botanical Garden](http://www.atlantabotanicalgarden.org). The Atlanta Botanical Garden is open from 9:00 a.m. until 7:00 p.m., Tuesdays through Sundays. Tickets cost \$12 for adults, \$9 for seniors (65 and older), and \$7 for students; children under the age of 3 are free. The Garden Café is open from 9:00 until 5:00 (<http://www.atlantabotanicalgarden.org>).

The Atlanta Botanical Garden has numerous themed plant collections. The Indoor Collections include a Tropical Rotunda with hundreds of plant and animal species from tropical regions and a Desert House with a collection of succulents from Southern Africa and Madagascar. Numerous frogs, geckos, finches, quail, turtles, and tortoises live among the plants to encourage a healthy and balanced ecosystem.



The Outdoor Collections of the Garden include the 5-acre Woodland Shade Garden, where the Hydrangea collection is one of the finest in the Southeast. The blooms peak in May and June, but the plants should be blooming in April. The Woodland Shade Garden also boasts many exotic spring-blooming cobra lilies and other wildflowers and bulbs. The Atlanta Botanical Garden includes a Rose Garden, Herb Garden, Rock Garden, and Japanese Garden. The 2-acre Children's Garden combines plant education and interactive entertainment and is one of Atlanta's favorite family destinations.



The Atlanta Botanical Garden features dozens of pieces of art, including many sculptures and water features. The Garden also hosts popular art exhibits, the most recent being Niki in the Garden, one of the world's largest exhibitions of internationally renowned artist Niki de Saint Phalle's outdoor sculptures. Stay tuned for spring's exhibit.



Parterre Fountain, Photo by Parks Anderson

For this newsletter I focused on some of the great outdoor activities to experience and celebrate [April in Atlanta](#). In the next newsletter I'll describe some of Atlanta's other great attractions, such as the new Georgia Aquarium and the renovated and expanded High Museum of Art.



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# Call for Nominations for SSS Awards

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Please consider nominating sociologists for the SSS Honors described below. All nominations and supporting documents should be sent electronically (where possible) to Jammie Price, mailto: [PRICEJL@appstate.edu](mailto:PRICEJL@appstate.edu); Sociology and Social Work, Appalachian State University, Boone, NC 28608-2115.

## *Roll of Honor*

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

**Nomination Procedure:** 1) Nominations can be submitted by any member of the Society to the chairperson of the Honors Committee; 2) At least five letters of nomination, the majority being from current members, shall be received and reviewed by the Honors Committee. These letters should address the purpose and qualifications stated above and should be accompanied by supporting documentation. The letters of nomination will be presented to the honoree when the award is made; 3) Nominations may be made at any time during the year. To be considered for an award to be made at the next meeting of the Society, they must be complete by **January 15**.

## *Charles S. Johnson Award*

This award recognizes distinguished scholarly contributions on race and the South. The individual's contribution may be an exceptional single work, several pieces of work, or a significant career of professional achievement. This award includes the opportunity for the recipient or others on their behalf to arrange a session at the next annual meeting if appropriate and desired.

**Nomination Procedure:** Any member of the SSS may submit a nomination but self-nominations are not accepted. The primary nominator should submit a package including several letters endorsing the nomination (the majority of them from current SSS members), the nominee's curriculum vitae, particular publications and/or other supporting documentation. Nominations must be submitted by **January 15**.

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SOUTHERN SOCIOLOGICAL SOCIETY  
 SSS  
 2006

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### ***Odum Awards for Undergraduate and Graduate Papers***

The Odum Award recognizes outstanding research papers by undergraduates and graduates in the southern region or by students outside the region whose work is mentored by current SSS members. The award carries a cash prize of \$100 and up to an additional \$200 toward expenses of attendance at the SSS meeting. One annual award may be given each year for the best undergraduate paper and best graduate paper submitted on any sociological topic.

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

Authors of the Odum award-winning papers are expected to attend the SSS Annual Meeting to receive their award. Students are expected to present their papers at the annual meeting. If the winning paper had not previously been submitted and accepted for presentation at the time the committee makes its award decision, the paper will be added to the program.

**Nominating Procedure Undergraduate Papers:** The undergraduate papers should be submitted by a member of the SSS who attests that the author meets the conditions of eligibility. The paper should be submitted by **December 15**.

**Nominating Procedure for Graduate Papers:** Graduate students may submit their own papers. Their submission should come with the endorsement of a member of their graduate institution's faculty who is a member of the SSS and who attests that the author is a student in good standing. The paper should be submitted by **December 15**.

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### ***Katherine Jocher-Belle Boone Beard Award***

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

**Nomination Procedure:** Any member of the SSS may submit a nomination but self-nominations are not accepted. The nominee must be a member of SSS. The primary nominator should submit a packet of materials including several letters endorsing the nomination (the majority of them from current SSS members), the nominee's curriculum vitae, particular publications, and other supporting documentation. Nominations must be submitted by **January 15**.

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

The purpose of this award is to honor individuals, departments, schools, institutions, or other collective actors for their outstanding contributions to the teaching of sociology at the undergraduate and/or graduate level. The award may recognize contributions over the course of a career, over the history of a program, or for a specific project or projects. Teaching is broadly defined to include: classroom instruction, curriculum design, directing and mentoring students, developing instructional materials, producing educational films or videos, creating educational software or web sites, writing or editing textbooks or teacher manuals, conducting workshops on pedagogy, training student teachers, and publishing teaching-related research.

Recipients of the award are expected to have excelled in one or more of these areas, and have a minimum of five years teaching experience (or be a program that has been in existence for at least five years). This is not an award simply for being an outstanding classroom teacher at one's own institution, but is intended to honor individuals or collective actors whose contributions, though they may result from classroom teaching, go beyond their institutions to benefit the discipline as a whole. This award includes the opportunity for the recipient, or others on their behalf, to arrange a session at the next annual meeting if appropriate and desired.

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### *Distinguished Lectureship Award*

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

The criteria are twofold: first, the nominee must be a distinguished scholar who is recognized as having made a significant contribution to the discipline through major publications. Second, evidence must be provided which demonstrates that the nominee is an excellent lecturer. The honoree, who receives an honorarium of \$500 and the honorific title of Southern Sociological Society Distinguished Lecturer for the year awarded, must commit to giving a minimum of two public lectures at SSS region colleges/universities in that year. As with similar awards, the location of the lectures will be chosen on a competitive basis by a selection committee; institutions with fewer resources will be given priority. Ideally, expenses will be shared by institutions and SSS. The latter will help support the lecture series by contributing up to \$1,000 to subsidize travel and other expenses. The honoree may also deliver a lecture in a special session dedicated to that end at the SSS annual meeting in the year following his/her designation.

**Nomination Procedure:** Any member of the SSS may submit a nomination but self-nominations are not accepted. The nominee must be a member of SSS. The primary nominator should submit a packet of materials including several letters endorsing the nomination (the majority of them from current SSS members), the nominee's curriculum vitae, particular publications and evidence of excellence in teaching (student evaluations, syllabi and other supporting documentation). Nominations must be submitted by **January 15**.

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# 2006-2007 SSS Distinguished Lectureship Award

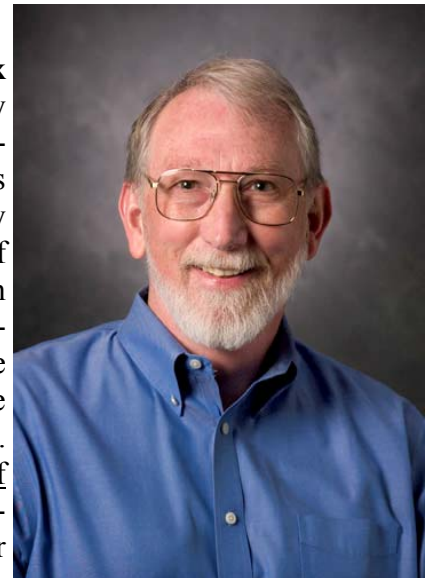
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## Award Description

The award is a new one. The SSS Distinguished Lectureship Award recognizes excellence as a scholar and lecturer (as measured by major publications and evidence of excellence in teaching). This award has three key goals. First, it allows the Society to honor one of its distinguished scholar/teachers in a public manner. Second, it allows SSS to provide a much-needed resource to departments that typically lack the resources to bring distinguished scholars to their campuses. Third, it serves to promote SSS. The honoree gives two public lectures and a talk at the annual meeting. The location of the public lectures will be chosen on a competitive basis by a selection committee; institutions with fewer resources will be given priority. For 2006, minimal, if any, funding is required by the host school. The SSS will support the lecture series by contributing up to \$1,000 (per visit) to subsidize travel and other expenses. For more details on the award see: [http://www.msstate.edu/org/sss/honors/index\\_Page341.htm](http://www.msstate.edu/org/sss/honors/index_Page341.htm).

## Award Winner

In 2006, the Southern Sociological Society named **E.M. Beck** the winner of the Distinguished Lectureship Award. Woody Beck is a Professor of Sociology and former Head of the Sociology Department at the University of Georgia where he has been on the faculty for thirty years. Professor Beck previously was employed at the University of Michigan, the University of Colorado, and the University of Wisconsin. His research is on the political economy of racial violence, in particular the relationship between economic changes in the status of the white lower class and violence against blacks. He has had multiple research projects funded by the National Science Foundation. His co-authored book, *A Festival of Violence: An Analysis of Southern Lynchings 1882-1930*, was winner of the Social Science History Association President's Book Award and other



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# 2006-2007 SSS Distinguished Lectureship Award

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awards. Professor Beck has authored over 50 papers published in sociological and social science journals.

In 1999, Professor Beck won the William A. Owens Award for outstanding contributions in the social and behavioral sciences from the University of Georgia Research Foundation. In 2005, the University of Georgia awarded him the Josiah Meigs Distinguished Teaching Professorship.

Woody Beck has been a member of the Southern Sociological Society since 1968. He has served the Society in many capacities including having served as Vice-President in 2000-2001.

## Nomination Procedures

The SSS Honors Committee invites you to nominate schools for Woody Beck, University of Georgia, to visit and lecture as part of the SSS Distinguished Lectureship Series. The visits should occur this fall.

Ideally these schools should not be research universities, should be in the South, and should have limited resources to bring in scholars (at least at the department level).

In September, the Honors Committee will evaluate the nominations taking into account the following: the location of the school, the possibility of drawing an audience from multiple schools in that town, available resources (as determined by the school's history from their website), and some indicator of enthusiasm, perhaps the number of nominations for the school from faculty and students.

To apply please send nominations (the name and location of the school) to Jammie Price (mailto: [PRICEJL@appstate.edu](mailto:PRICEJL@appstate.edu)) by September 1.

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# 2006 SSS Awards

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## **RICHARD L. SIMPSON NAMED TO ROLL OF HONOR**



At the 2007 SSS meeting, Richard L. Simpson will be formally listed on SSS's Roll of Honor. Simpson is Kenan professor emeritus at the University of North Carolina at Chapel Hill. He chaired the sociology department there from 1972 to 1975. He performed many roles for *Social Forces* including book review editor (1964-69), editor (1969-72, 1983-2003), and co-editor (with Judith Blau, 2003-04). He was president of SSS in 1971-72.

Dick Simpson grew up in North Chevy Chase, Maryland. He entered UNC as a freshman in 1946, received his B.A. degree in 1950, and spent all but three years of his career there until his retirement in 2004.

After one college year, Simpson knew he wanted to teach social science but had not settled on a specific discipline. What clinched his choice of sociology was the introductory course taught by a graduate student, Abbott L. Ferriss, who went on to be an esteemed SSS leader.

He began graduate school with an M.A. year at Cornell. He studied mainly with Edward A. Suchman and William Foote Whyte. Cornell's sociology program then featured a large multi-method research project on inter-ethnic relations, led by Suchman and Robin M. Williams, Jr. At Suchman's suggestion, Simpson analyzed project survey data for a master's thesis on Jews' and African Americans' attitudes toward each other. The thesis led to a journal article. The faculty's assumption that M.A. research might lead to journal publication was a strong motivating and socializing force.

From 1951 to 1956, Simpson was again in Chapel Hill, for Ph.D. study. Assistantships under N. J. Demerath, Jr., Reuben Hill, and E. William Noland were especially helpful in broadening his understanding of theories and research styles. His dissertation, directed by Noland, was based on solo qualitative interviewing and observation in a factory – a different research style from the big-team survey analysis of his M.A. thesis. Noland and Harriet L. Herring were strong influences on Simpson's career-long interest in sociology of work.

In 1956, with doctorate in hand, Simpson went to Penn State as an instructor. In 1957, he moved to Northwestern University as an assistant professor.

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**2006 SSS Awards***(Continued from page 16)*

In 1958, he went back to Chapel Hill. His enthusiasm was enhanced by learning that Ernest Q. Campbell, who had studied at Chapel Hill, had simultaneously been appointed as an assistant professor. After Dick returned, he focused his research and scholarly interests on occupations and professions, organizations – especially work organizations – and the sociology of sociology. Unexpectedly, journal editing became a major component of his career. Along with two periods of editorship of *Social Forces*, he co-edited, with Ida Harper Simpson, from 1981 to 1996 the JAI Press book series on *Research in the Sociology of Work*. His second editorship of *Social Forces* occurred during the growth and increased specialization of sociology. Dick developed new procedures to enlist reviewers and to further rationalize the review process. He came to see his editorships, which spanned almost half his career at UNC, as substantial contributions to sociology.

## 2006 Charles S. Johnson Award Goes to William Falk

While Bill Falk is not a native southerner, his fascination with all things southern began when his family moved to Texas in 1962 (the year he graduated from high school in Michigan); 44 years later, his family still considers Texas to be “home.” Bill’s other intellectual fascination emerged out of this same place and time – an interest in race relations.



More of an athlete than student, Bill enlisted in the army in 1962 and much to his surprise, was chosen for service in the Army Security Agency (in today’s parlance, the National Security Agency). As with many men of his generation, the military was his first exposure to a regionally, religiously, racially diverse group of people. Added to Bill’s time in the service was his playing basketball for the U.S. Army while living in England. This activity meant considerable time traveling and socializing with players on both his team and those they played against; some of these players were African Americans.

When Bill returned to America in 1965, he came home to a place in turmoil. The Civil Rights movement was in full swing, the anti-war (Vietnam) movement was beginning, and the birth of the environmental movement was only a few years away. It was into this era that Bill started his undergraduate studies at North Texas State University (now called the University of North Texas). Although planning initially to major in business, he took an elective, Introduction to Sociology. There, he encountered concepts and theories that challenged much of what he had always taken-for-granted about not only his and his family’s views of the world but American society more generally. This awakening was really an extension of his having lived abroad for 2 years where everything American no longer seemed quite so perfect.

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**2006 SSS Awards***(Continued from page 17)*

For Bill, nothing was more important than trying to understand race and race relations. At a time when some aspect of the Civil Rights movement was in the news every day, courses in sociology were full of discussion about all forms of poverty and inequality. In such a context, it was easy to ask: Why do some people have so much while others have so little? Having grown up in a family where individual accomplishment was stressed, it was easy to lean first toward individual responsibility for one's own success or failure. But learning about social structure offered a competing explanation, one that was more grounded in society's norms and the ways in which social organization itself helped to influence individual outcomes.

Bill's sociological awakening led him to jettison a major in business and instead focus on sociology and especially on race. Although he had worked on the freight docks in Dallas to support himself as an undergraduate, he was encouraged by his professors to consider graduate school. This led him to earning an M.A. at North Texas, writing his thesis on the Ku Klux Klan as a social movement. After getting his degree, Bill worked briefly for the Dallas Independent School District as a "sociologist," spending much of his time at an experimental school in an all-black, inner city neighborhood. He worked both in the school as a researcher and planner and also in the community as an organizer (working, for example, with parents but also Legal Services and the Black Panthers). He was fired because his work was seen as too supportive of the local people, not supportive enough of the school district's aims. Fortunately, he landed a job as an urban planner for the City of Dallas. There, he worked on studies related to housing and schools, in both cases with a heavy emphasis on race and the effects of racial segregation.

In 1972, Bill left his planning career and entered the doctoral sociology program at Texas A&M University. He also went from a focus on "urban" to one on "rural," since his assistantship was in rural sociology. By sheer happenstance, he wound up in working with a small group of energetic, enthusiastic scholars, key among them native southerners and still practicing sociologists Art Cosby (now Director, Social Science Research Center, and William L. Giles Distinguished Professor of Sociology at Mississippi State University) and Steve Picou (now Professor and Chair of Sociology at the University of South Alabama). Under Art's tutelage, Bill learned the craft of being a research sociologist. He worked on a large, multi-state project focusing on rural, southern youth. He published articles in scholarly journals and wrote his dissertation on school desegregation. After graduation, he joined the faculty at Louisiana State University.

Bill continued to write about school desegregation but like many scholars of his generation working in that era, Bill began to drift away from a status attainment emphasis on the individual as the unit of analysis to wondering about the role played by the economy and other more structural emphases. This shift led, also, to his long-time writing partnership with Tom Lyson (then a young sociologist at Clemson) and work on what was to become their first of three collaboratively done books (*High Tech, Low Tech, No Tech: Recent Industrial and Occupational Change in the South*; State University of New York Press, 1988). By the time the book was published, Bill had left LSU (in 1986) to become Professor and Chair of the Sociology Depart

*(Continued on page 19)*

**2006 SSS Awards***(Continued from page 18)*

ment at the University of Maryland (and Tom had left Clemson to join the faculty at Cornell).

At Maryland, Bill continued to work on issues related to race and the South, focusing especially on the Black Belt – something that he and Lyson had first identified as unique in their High Tech book. For Bill, the Black Belt was an interest that would not abate, despite having little time to work on it while serving for nearly 10 years as Chair of the Maryland Sociology Department. When he stepped down as Chair (the first time), he decided to do something that most quantitatively-oriented sociologists might imagine but never do: he went into the field to visit historically black places and speak with the people living in them. His trek wound up focusing exclusively on one place, a place he has called Colonial County. After an initial three month visit, Bill made annual visits there for 9 years. This experience and what was learned from it is reported in his most recent book, *Rooted in Place: Family and Belonging in a Southern Black Community* (Rutgers University Press, 2004).

In 1999, Bill returned as Chair of Maryland's Sociology Department. This is a position he has only recently vacated (as of June 30, 2006). This year, Bill is on a research leave starting his new project which again focuses on race and the South. While his last project was focused on a rural, historically black, largely poor place, he has two new projects underway, each focusing on race and place. The first one is his collaborative work with his Maryland colleague, Larry Hunt and Northeastern University colleague, Matt Hunt. This project focuses on return migration to the South, emphasizing especially the role and implications of this movement for African Americans. This research has led not only to some journal articles on return migration more generally but also to an article (in the *Du Bois Review*) focused on how Hurricane Katrina's effect on New Orleans' black population may be related to historical migration and settlement patterns and outcomes for African Americans.

Bill's other new project is, like *Rooted in Place*, in the Low Country and again ethnographic, but the emphasis is much different. This time, it is the widespread expensive and expansive housing developments which have become common up and down the Low Country's marshy coastal area. Bill is asking about the rise of gated communities in this area and, in particular, those called "plantations." Is this just another word for subdivision (as it says on one plantation's web site) or is something more important going on here? When New York Senator Hillary Clinton referred to the U.S. Congress as a "plantation," she was vilified by many, especially her target – white, Republicans. Who, Bill wonders, lives on the new plantations scattered throughout the Low Country (and elsewhere in the South)? Is it people of color? Democrats? Or, more likely, he believes, is it white, politically conservative people most of whom are far wealthier than the indigenous population of the county's in which their new plantation communities have been built? Are their gated lives evocative of some larger societal issues, especially ones about race and class since these gated places are populated almost entirely by affluent white people, served by workers who are mostly low-income people of color? A new plantation society, perhaps? That is one of the big questions on which Bill is now focused and about which we can expect to hear him talking at SSS meetings for some time to come.

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# SSS SECRETARY-TREASURER POSITION

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The Executive Committee of the Southern Sociological Society invites applications for the position of Secretary-Treasurer. The term of the new Secretary-Treasurer is to commence as soon as possible but no later than June 2007. The Secretary-Treasurer is appointed by the Executive Committee for a five-year term, which may be extended annually thereafter. The duties of the Secretary-Treasurer are listed below. A history of service to the Society is desirable, but not required. This is an unpaid position, but some benefits do accompany the office (e.g., travel and hotel expenses covered for annual meetings, and funds are available to assist with data entry and maintenance). If you are interested in exploring this opportunity, please contact SSS President-Elect, Larry Isaac as soon as possible. He can be reached at [larry.isaac@vanderbilt.edu](mailto:larry.isaac@vanderbilt.edu) or by regular mail at Department of Sociology, VU Station B #351811, 2301 Vanderbilt Place, Nashville, TN 37235-1811.

#### Description of the duties of the Secretary-Treasurer:

The Secretary-Treasurer shall (a) receive, have custody of, and disburse the funds of the Society subject to the authorization of the Executive Committee, (b) maintain a record of all receipts and disbursements, prepare financial statements, keep individual records of members' dues payments, send out dues notices, and carry on the routine business and fiscal affairs of the Society, (c) arrange for an independent audit of the accounts annually and be bonded in an amount to be determined by the Executive Committee, (d) prepare and distribute membership lists biennially, provide mailing lists for Society publications, and send out periodic communications to the membership, (e) certify the eligibility of nominees for elective offices and the eligibility of members in any balloting, (f) send out, receive and maintain records of all ballots of elections and other matters voted upon by the membership, (g) sign contracts and other authorized documents on behalf of the Society in addition to, or when appropriate, instead of, the President, (h) carry out or supervise solicitation of advertising and other procurement of revenues for the Society, and (i) be responsible for depositing important papers and records with the Society Archivist. The Secretary-Treasurer may appoint an Assistant Secretary-Treasurer, subject to confirmation by the Executive Committee. The Assistant Secretary-Treasurer is not a voting member of the Executive Committee and his or her term ends at the same time as that of the Secretary-Treasurer. [SSS—Constitution and Bylaws, Article VI, Section 5]. The S-T is ex-officio member of the Executive Committee and the Publication Committee and chairs the Finance Committee. The Secretary-Treasurer will also have final authority over the SSS web site, but need not be the webmaster for the site.

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# The SSS Has a New Archivist

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Ron Wimberley  
SSS President

The Executive Committee and I are very pleased to announce that Jim Hougland of the University of Kentucky is now the Archivist for the Southern Sociological Society. Jim is a professor and former chair of the UK Department of Sociology.

Because our archives are located in the University of Kentucky library, the SSS Constitution and Bylaws encourage that someone from that university serve as our archivist. The Bylaws also specify that this appointment carry an indefinite term.

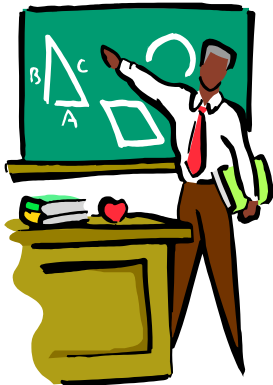
Jim agreed to serve after taking an exploratory look at the archives. He found that we have 111 boxes of materials that go back to 1935 when the Society was established. Already, another box has been added since his appointment in June.

His primary responsibilities will be to begin with current materials and maintain the archives from this point forward. He also wants to focus on updating and organizing materials submitted since circa year 2000 as time and resources allow.

Jim is making a number of recommendations to the SSS Executive Committee regarding the maintenance of the archives. Among these recommendations are that the boxes should be consistently relabeled and that some old folders need to be replaced with acid-free ones. Much of this Herculean task would require someone to assist him. These matters will be discussed at a future meeting of the SSS Executive Committee.

Please join the Executive Committee in welcoming Jim as the new SSS Archivist. Much appreciated, Jim!

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# The Teaching Corner



Carrie L. Cokely, Chair

Committee on Sociology in Community and Small Colleges

The Teaching Corner features innovative ideas to enhance student learning. If you have a classroom exercise, an assignment or project, a favorite video, or other teaching technique that you have found effective in helping students understand course material, please submit it for possible inclusion in future editions of this column (mailto: [cokelyc@meredith.edu](mailto:cokelyc@meredith.edu)).

## **Experiential Lesson: The Privilege of Elusiveness**

Dr. Karen Bettez Halnon, Associate Professor of Sociology at Penn State Abington uses this exercise to teach about social scripts attached to members of the dominant group in society. She has used this exercise in classes containing predominantly Caucasian students.

Objective: To illustrate the ways in which the socio-cultural scripts for socially valued people are so embedded in the socio-cultural fabric as the norm and therefore are taken for granted and in turn become very elusive.

Directions for the assignment: Go out and “act white” for thirty minutes in a public place. Write a detailed account of how you did so, and any difficulties you encountered. End of assignment, no other guidelines given.

Comments on the assignment from Dr. Bettez Halnon: “Needless to say, this assignment produces much confusion and frustration for most students. What is interesting, however, is that most of the time minority students in the class get the idea of the assignment. Typically, those class members readily understand the intended experientially intensified lesson: the taken-for-granted normalcy of whiteness. Caucasian students, who get this point initially or eventually, express that they would have deep reservations about ‘acting black,’ because somehow it would seem racist to do so, but admit often uncomfortably that it would be an easier assignment. Students have expressed that the problem with an assignment requiring them to ‘act black’ is that it

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## The Teaching Corner

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would require them to draw on widely available stereotypes. The conversation then focuses more deeply on why it is easier to 'act black' than to 'act white.' The general lesson of the assignment, finally articulated in group discussion, is how one of the taken for granted privileges of being a member of a dominant group in society is the privilege of elusiveness, or the privatization of identity. I illustrate this

further with examples such as the secretary's open office space, the openly discussed intimate information about patients in mental institutions, and the liberties people take when gazing at and touching pregnant women, children, and people with developmental disabilities. The social value attached to elusiveness can be made perhaps most dramatically with the penultimate privacy, and by extension, social value par excellence: the Moses' god of the burning bush claiming only and elusively 'I am that I am.'"

If you would like to know more about this exercise or have other questions contact Dr. Bettez Halnon at mailto: [Kbh4@psu.edu](mailto:Kbh4@psu.edu)

*(Continued on page 24)*

The Committee on Sociology in Community and Small Colleges has established a listserv for SSS members to discuss topics, issues, and questions related to teaching. If you would like to subscribe to this list please send an email to [imailsrv@meredith.edu](mailto:imailsrv@meredith.edu). The text of the email must say exactly:

subscribe csclist Your Full Name

For example if Mary Smith wanted to subscribe the text of the message would read

subscribe csclist Mary Smith

Once you subscribe verification will be sent to you.

# The Teaching Corner

*(Continued from page 23)*

## **Service Learning and the Study of Social Problems**

Dr. Susan Ambler, Associate Professor of Sociology at Maryville College uses Service Learning to assist students in understanding the ways in which social programs work to solve or minimize the impact of

social problems in their local community.

**Objective:** Observe and analyze solutions to social problems from both the perspective of client receiving services as well as the professionals providing services.

Directions for the assignment the last time she taught the course were as follows.

1. As soon as possible (by Wednesday, March 1) decide to which agency you wish to commit yourself as a volunteer. Meet with the supervisor, sign a contract indicating your commitment, and get her/his signature also.
2. Set up a schedule with the agency indicating when you plan to be available as a volunteer.
3. Work as a volunteer for 12-15 hours, approximately two hours per week, during the semester. Using the form provided, keep a log of your activities during each day at the agency. Have your log signed by a supervisor each day you visit the agency.
4. Hand in a Xerox copy of your log as part of your progress report on Friday, April 10. Also, write one page about the activities in which you have participated up to that point in time. Be prepared to summarize orally your progress to the rest of the class.
5. Complete your service by Friday, May 5.
6. On Monday, May 8 hand in the completed log of your hours of service. In addition, hand in a 1300-2000 word paper typed double-spaced analyzing sociologically your experience. When written sources are used including the textbooks, document the sources in the body of your paper and with a Works Cited page at the end. In your analysis include a discussion of the following items:
  - a. What is(are) the social problems(s) being alleviated or solved?
  - b. What is the nature of the solution?
  - c. Who is involved in the solution? (Specify the clients, the professionals, the public, and others.)

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# The Teaching Corner

*(Continued from page 24)*

- d. How effective is the solution, in your judgment? Are there any side effects (latent effects), i.e., are other social problems created by the solution?
- e. Use sociological concepts and/or theories to help us understand the situation more completely.

7. The final part of this project is for class members volunteering at the same organization to join together as a team and present an oral report of your findings to the other members of the class on Tuesday, May 16. Any means of presentation is possible as long as it is done orally and all members of the team participate in the oral presentation.

## 8. The schedule is as follows:

Proposal & Commitment Form	(10)	March 1
Written & Oral Progress Report & Log copy	(10)	April 10
Completion of Service	(0)	May 5
Journal due	(40)	May 8
Log due	(10)	May 8
Paper due	(100)	May 8
Oral report	(40)	May 16 (9:00)

If you would like to know more about this exercise or have comments about it please contact Dr. Susan Ambler directly at <mailto:susan.ambler@maryvillecollege.edu>.

## 2007 SSS Annual Meeting

April 11-14, 2007  
 Sheraton Colony Square  
 Atlanta, Georgia





# Opportunities

## Southwestern Sociological Association Call for Submissions

Southwestern Sociological Association invites paper submissions for the 87<sup>th</sup> annual meetings to be held in Albuquerque, New Mexico, March 14-17, 2007. Paper proposals may be submitted to the program chair at mailto: [Robyn\\_Driskell@Baylor.edu](mailto:Robyn_Driskell@Baylor.edu) or directly to session chairs available on the SSA website <http://www.swsociology.org/>. Deadline for submission is October 15, 2006.

Send your comments, suggestions, or materials for *The Southern Sociologist* to the editor Bob Freymeyer mailto: [rhfreym@presby.edu](mailto:rhfreym@presby.edu)

The logo for The Southern Sociologist, consisting of the letters 'TSS' in a large, bold, blue, serif font with a slight 3D effect.

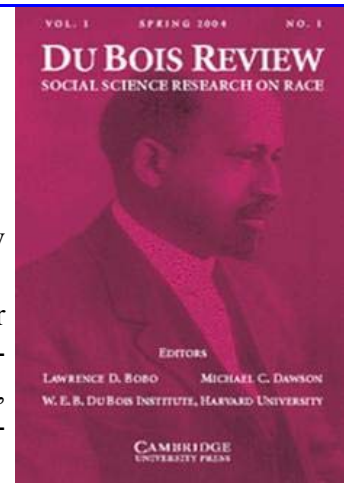
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***Du Bois Review* special issue now available**

# Katrina:

## Unmasking Race, Poverty, and Politics in the 21st Century

Cambridge University Press and the W. E. B. Du Bois Institute for African and African American Research at Harvard University announce the publication of a special issue of the *Du Bois Review*, “Katrina: Unmasking Race, Poverty, and Politics in the 21st Century.”



Edited by Lawrence D. Bobo, Martin Luther King Jr. Centennial Professor and Director of the Center for Comparative Studies in Race and Ethnicity at Stanford University, and Michael C. Dawson, John D. MacArthur Professor of Political Science at the University of Chicago, this special Katrina issue features analysis by distinguished scholars from a variety of disciplines, who provide provocative insight into the disaster’s meaning and implications for American culture, the state of democracy, and the world.

Articles include discussions of the politics of color blindness, trends in poverty and antipoverty policy, racial inequality, reactions of blacks and whites to the government’s response to Hurricane Katrina and to the plight of the storm’s victims, racial apathy, the impact of the hurricane on black women in New Orleans, U.S. public opinion regarding poverty and race, and much more.

Now in its third year, the *Du Bois Review (DBR)* is a peer-reviewed journal devoted to social science research and criticism about race. *DBR* provides a forum for discussion and increased understanding of race and society from a range of scholarly disciplines, including political science, sociology, economics, history, anthropology, law, communications, and psychology. The journal contains three main sections: “State of the Discipline,” which synthetically critiques broad areas of research regarding race; “State of the Art,” which features rigorous empirical research studies; and “State of the Discourse,” comprising review essays on important new books, special feature essays, and debates.

To subscribe to the *Du Bois Review*, or to order a copy of ***Katrina: Unmasking Race, Poverty, and Politics in the 21st Century***, please go to: [http://www.cambridge.org/journals/journal\\_catalogue.asp?mnemonic=dbr](http://www.cambridge.org/journals/journal_catalogue.asp?mnemonic=dbr).

Laurie Calhoun, Managing Editor, *Du Bois Review*  
W. E. B. Du Bois Institute, Harvard University  
104 Mount Auburn Street  
Cambridge, MA 02138  
office phone: 617.496.5867, cell phone: 617.308.3040

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# Job Opportunities

**U**niversity of Iowa. The Department of Sociology invites applications for a tenure-track position at the Assistant Professor level beginning Fall 2007. Area of research specialization is social psychology broadly conceived as research that investigates some aspect of the interface between individuals and larger social units. In addition to an emphasis on social psychology, the ideal candidate's research interests will combine social psychology with another core area of department strength: group processes, inequality/stratification, family, or criminology/law. We seek strong candidates that show evidence of ability to pursue an ambitious research program including publications and external funding, and that have excellent teaching skills.

The department has a tradition of supporting the career development of its assistant professors. Increasing gender and ethnic diversity of faculty and students at the University of Iowa is a major goal of the department; women and underrepresented minorities are strongly encouraged to apply. Candidates interested in job sharing or other flexible load arrangements are welcome to apply. The University of Iowa is a large public university in a friendly, culturally diverse community. The Department of Sociology provides competitive salaries and benefits along with strong infrastructure support for research. Applications should have Ph.D. in hand by August 2007. Submit a curriculum vita, statement of research agenda, and three letters of recommendation to: Chair of Recruitment, Department of Sociology, University of Iowa, Iowa City, IA 52242-1401. Formal screening will begin September 15, 2006 and continue until the position is filled. The University is an Affirmative Action/Equal Opportunity Employer.

**G**eorgia Southern University, University System of Georgia. The Department of Sociology and Anthropology in the College of Liberal Arts and Social Sciences invites nominations and applications for the position of Assistant or Associate Professor of Sociology (Search #51776). Georgia Southern University, a member institution of the University System of Georgia, is the largest and most comprehensive center of higher education in the southern half of Georgia. Georgia Southern University is classified by the Carnegie Foundation for the Advancement of Teaching as a Doctoral/Research institution. A residential university serving 16,646 students in Fall 2005, Georgia Southern's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, and student success. Founded in 1906, the University offers 120 degree programs at the baccalaureate, masters, and doctoral levels through eight colleges. The 675-acre campus is located in Statesboro, a community of approximately 30,000 residents, 50 miles northwest of historic Savannah, and 200 miles southeast of Atlanta.

*(Continued on page 29)*

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**Position Description.** Reporting to the Department Chair, the Assistant/Associate Professor is expected to demonstrate excellence in teaching and scholarship in the areas of aging and life course. Responsibilities include teaching introductory and advanced courses in sociology and aging, working closely with individual sociology majors, directing a multidisciplinary gerontology center, seeking external funding, and participating in departmental and university affairs. The position is a 9-month, tenure-track appointment, and the salary is competitive and commensurate with qualifications and experience.

**Required Qualifications:**

- A PhD in Sociology (or assurance of degree completion prior to starting date).
- Academic background and expertise to teach the following courses: Introductory Sociology, Aging, and Death and Dying.
- A minimum of 4 years college/university teaching experience along with strong record of research and service with publications and presentations in professional venues is required for consideration of appointment to rank of associate professor.

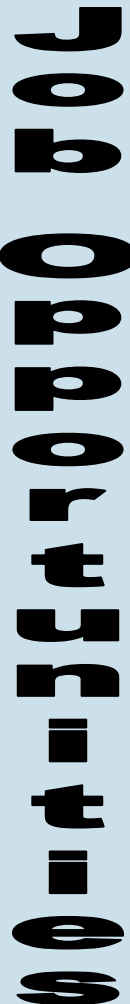
**Preferred Qualifications:**

- Prior college teaching experience is preferred.
- For consideration of appointment to the rank of associate professor, prior experience attracting external research funding is preferred.

Screening of applications begins October 2, 2006, and continues until the position is filled. The position starting date is August 1, 2007. A complete application consists of a letter addressing the qualifications cited above; a *curriculum vita*; and the names, addresses, telephone numbers, and email addresses of at least three professional references. Other documentation may be requested. Georgia Southern University seeks to recruit individuals who are committed to working in diverse academic and professional communities. Applications and nominations should be sent to: Peggy G. Hargis, Search Chair, Search # 51776, Department of Sociology and Anthropology, Georgia Southern University, P. O. Box 8051, Statesboro, GA 30460-8051 mailto: [har\\_agga@GeorgiaSouthern.edu](mailto:har_agga@GeorgiaSouthern.edu) Telephone: 912-681-5426.

Georgia State University, University System of Georgia. The Department of Sociology and Anthropology in the College of Liberal Arts and Social Sciences invites nominations and applications for the position of Assistant Professor of Sociology (Search #51777). Georgia Southern University, a member institution of the University System of Georgia, is the largest and most comprehensive center of higher education in the southern half of Georgia. Georgia Southern University is classified by the Carnegie Foundation for the Advancement of Teaching as a Doctoral/Research institution. A residential university serving 16,646 students in Fall 2005, Georgia Southern's hallmark is a superior undergraduate experience emphasizing academic distinction,

(Continued on page 30)



(Continued from page 29)

excellent teaching, and student success. Founded in 1906, the University offers 120 degree programs at the baccalaureate, masters, and doctoral levels through eight colleges. The 675-acre campus is located in Statesboro, a community of approximately 30,000 residents, 50 miles northwest of historic Savannah, and 200 miles southeast of Atlanta.

#### Position Description.

Reporting to the Department Chair, the Assistant Professor is expected to demonstrate excellence in teaching and scholarship. Responsibilities include teaching introductory and advanced courses in sociology as well as teaching service courses for the Criminal Justice program, working closely with individual sociology majors, and participating in departmental and university affairs. The position is a 9-month appointment, and salary is competitive and commensurate with qualifications and experience.

#### Required Qualifications:

- A PhD in Sociology (or assurance of degree completion prior to starting date).
- Academic background and expertise to teach the following courses: Introductory Sociology, Criminology, Deviant Behavior, Juvenile Delinquency, and Crime and Justice.

#### Preferred Qualifications:

- College teaching experience.

Screening of applications begins October 2, 2006, and continues until the position is filled. The position starting date is August 1, 2007. A complete application consists of a letter addressing the qualifications cited above; a *curriculum vita*; and the names, addresses, telephone numbers, and email addresses of at least three professional references. Other documentation may be requested. Georgia Southern University seeks to recruit individuals who are committed to working in diverse academic and professional communities. Applications and nominations should be sent to:

Peggy G. Hargis, Search Chair, Search # 51777, Department of Sociology and Anthropology, Georgia Southern University, P. O. Box 8051, Statesboro, GA 30460-8051 mail to : [har\\_agga@GeorgiaSouthern.edu](mailto:har_agga@GeorgiaSouthern.edu) Telephone: 912-681-5426.

**More information** about the institution is available through <http://www.georgiasouthern.edu>, <http://class.georgiasouthern.edu/socianth/>, or at <http://Chronicle.com/jobs/profiles/911.htm>. Georgia Southern University seeks individuals who are committed to excellence in teaching, scholarship, and professional service within the University and beyond. Georgia is an Open Records state. Georgia Southern University is an AA/EO institution. Individuals who need reasonable accommodations under the ADA in order to participate in the search process should contact the Associate Provost.

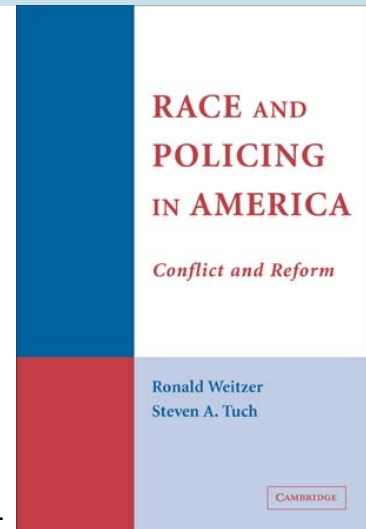


# Member News

**Cambridge University Press: New York and London, 2006**

Paperback (ISBN-13: 9780521616911 | ISBN-10: 0521616913),  
\$27.99

Race and Policing in America examines relations between police and citizens, with a focus on racial differences. It utilizes both the authors' own research and other studies to examine Americans' opinions, preferences, and personal experiences regarding the police. Guided by group-position theory and using both existing studies and the authors' own quantitative and qualitative data (from a nationally representative survey of whites, blacks, and Hispanics), this book examines the roles of personal experience, knowledge of others' experiences (vicarious experience), mass media reporting on the police, and neighborhood conditions (including crime and socio-economic disadvantage) in structuring citizen views in four major areas: overall satisfaction with police in one's city and neighborhood, perceptions of several types of police misconduct, perceptions of police racial bias and discrimination, and evaluations of and support for a large number of reforms in policing.



## Reviews

"This book touches on all the hot buttons of police-minority relations in America: unwarranted stops, verbal abuse, brutality and police corruption. Racial profiling is just one part of a larger story the authors frame as "racialized policing." They explain how neighborhood conditions, citizens' experiences with cops and the media have helped create two societies, one safely confident in the powers and competence of the police and another that sees police as one of the problems they must confront, and not a solution to them. They report what people of all backgrounds want done to address the deep division over policing: On many issues Hispanics and Africa-Americans stand arm-in-arm in their commitment to change on a broad front, while the comfortable majority is reluctant to go beyond the rhetoric and embrace meaningful reform of the police. Drawing on national data that represent the nation's largest immigrant group, this is the best book yet on public opinion about the police." -Wesley Skogan, Northwestern University

"*Race and Policing in America* is a tremendous contribution to our understanding of race and policing. Weitzer and Tuch sort out the complexities of this extremely important subject and help explain how race and ethnicity affect attitudes toward the police. One of the most important contributions of this book is the inclusion of Hispanic Americans. We now have a far more complete picture of race and ethnicity and policing. The authors' discussion of police reforms is very valuable. They give us an extremely useful analysis of what kinds of reforms people want." -Samuel Walker, University of Nebraska at Omaha

# THE SOUTHERN SOCIOLOGICAL SOCIETY

<http://www.msstate.edu/org/sss/>

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 *Social Forces* and online access to *The Southern Sociologist* and to a membership directory. 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 Secretary-Treasurer. Please include your first middle and last name, address, phone number, where employed, and gender. For statistical purposes, we also ask you to include your race and/or ethnic group and three areas of specialty.

The membership year is July 1 through June 30. Membership classes, annual charges and dues are:

Regular .....	50.00
Emeritus	
with <i>Social Forces</i> .....	23.00
without <i>Social Forces</i> .....	no cost
Associate (non-voting) .....	48.00
Student .....	25.00

Dues, subscriptions, membership inquiries and address changes should be addressed to:

Dr. Martin L. Levin  
Secretary/Treasurer  
Southern Sociological Society  
P.O. Box 6245

Mississippi State, MS 39762

<http://www.msstate.edu/org/sss/Creditcards/Creditcards.htm>

## ***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 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 deadline below.

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: December 15, 2006**