

# *The Southern Sociologist*

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## SSS President's Message

Mark October 15, 2009, on your calendars! That is the deadline for online submissions of papers and suggested sessions for the 2010 Southern Sociological Society Meetings to be held at the Hyatt Hotel in Atlanta, April 21-25. You will receive email announcements and reminders that submissions are open. Planning is underway with Program Co-Chairs John Reynolds (Florida State University) and Don Reitzes (Georgia State University).

The Conference theme is “Worlds at Risk at the Turn of the Millennium.” As my message in the summer *The Southern Sociologist* argued, “risk” is a pervasive sociological phenomenon that has structural as well as random elements. Most of us study aspects of risk across lives and social contexts. Hence, papers that span topics from environmental studies, to race-class-gender dynamics, health and mortality, public policy and cross-national differences in values and social structures fit with this theme. Please gather your thoughts and plan to participate next April.

We have gotten commitments from two great plenary speakers so far: Evelyn Nakano Glenn, President of the American Sociological Association and Professor of Sociology at the University of California at Berkeley and George Ritzer, our colleague from the University of Maryland who is going to share his analysis of aspects of the global financial crisis we are all experiencing in

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## SSS PRESIDENT'S MESSAGE

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diverse ways. Other provocative sessions are being planned.

As you all know, our organization depends on volunteers, and I invite you to contact me about any request you have to become involved besides participation on the program through the paper submission process. We are hoping you all can attend or otherwise contribute through committee participation.

We are working on this program to live up to the high standards of the Southern Sociological Society.

Angela O'Rand  
Duke University

## Call for Papers: "Worlds at Risk"

2010 Annual Meeting  
April 21 – 25  
Atlanta, Georgia  
Hyatt Regency Atlanta

### President

Angela M. O'Rand, *Duke University*

### Program Co-Chairs

Donald C. Reitzes, *Georgia State University*

John R. Reynolds, *Florida State University*

The theme for the meeting in 2010 is "Worlds at Risk." The society president and program chairs encourage thematic papers and thematic panels that address the myriad issues encompassed by this theme.

**Submission Deadline: October 15, 2009.** This is a **firm** deadline and **late submissions will not be accommodated**. To be considered for a place on the program, complete submissions with title, abstract, author names and contact information must be received by the above deadline.

Questions about the program may be sent to [program@southernsociologicalsociety.org](mailto:program@southernsociologicalsociety.org).

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## Spring 2010 SSS Meetings—Call for Papers

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### GUIDELINES

#### I. SUBMISSION TYPES AND PROCEDURES

- A. All proposed presentations or panels **must be submitted on-line** through the SSS online submission system at <http://www.meetingsavvy.com/sss>. Four submission types are available: 1) Individual papers; 2) Complete paper sessions; 3) Thematic paper sessions; 4) Poster presentations. **At least one author for each submitted paper must be a current member of SSS at the time of submission.** A description of each submission type appears below.

1. Individual Papers: Members may submit abstracts of individual papers for inclusion in a regular paper session. These papers will be organized into sessions by the program co-chairs on the basis of common themes. All submissions for a regular paper presentation should include: 1) the title of the paper; 2) an abstract of the paper (no more than 150 words); 3) author names and affiliations and contact information for each author.

2. Complete Paper Sessions: Members may submit proposals for complete sessions. These sessions may take the form of paper presentations that follow a single theme, featured panel discussions of a timely topic, sessions that honor a colleague, author-meets-critics sessions, etc. All scheduled presenters (including authors, critics, panelists, discussants, etc.) must be included in a complete session submission. Generally, complete sessions should contain four presenters (e.g., 4 authors; 3 authors and 1 discussant; 1 book author and 3 critics; and so on).

3. Thematic Paper Sessions: Members may submit proposals for a thematic paper session. Thematic sessions typically are identical in structure to complete paper sessions, but they are organized around a topic that fits closely with the theme of the 2010 conference: “Worlds at Risk.”

The following information must be provided in the online system for *complete paper sessions* and *thematic paper sessions*: 1) a suggested title for the panel; 2) the titles of each paper/presentation; 3) abstracts for each paper/presentation; 4) names, affiliations, and contact information for each author, critic, panelist, discussant, etc.

4. Poster Presentations: Members may submit abstracts for papers to be included in the poster session. Poster presentation submissions must include the name,

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## Spring 2010 SSS Meetings—Call for Papers

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affiliation, and contact information for all authors, as well as a title and brief abstract of the work to be presented. Posters should display data, policy analysis, or theoretical work in a visually appealing format that stimulates interaction with poster session attendees.

- B. All paper and poster presentations should be original work that has not been published or presented elsewhere. Noted exceptions may include presentation of material from books included in author-meets-critics sessions.

### II. PROGRAM POLICIES

- A. Meeting Participation: The 2010 meetings are held from Wednesday, April 21 through Sunday, April 25, 2010. Participants should **plan to attend for the duration of the meeting**. The Southern Sociological Society is unable to honor special requests for dates or times of presentations. All program participants (i.e., those presenting papers, presiding at sessions, serving as discussants, panelists, etc.) **must be registered** for the annual meeting. Only the President has the authority to waive membership and registration fees and only for a limited number of invited guests who are invited to participate as plenary speakers.
- B. Limitations on Program Appearances: Because meeting rooms and time slots are limited, an individual may serve in **no more than two presentation roles** (i.e., author of a paper, panel participant, workshop leader, poster presenter, etc.) in the program. There are no limitations on the number of times a person may serve as a session presider or discussant. The maximum number of sessions that any person may organize for the annual meeting is two.

### III. EQUIPMENT

LCD projectors will be available for all panel and paper presentations to facilitate computer-based presentations. However, presenters or panel organizers will need to bring their own computers. A limited number of overhead projectors will be made available, on request only. Information on requesting an overhead projector will be distributed to members in March.

## 2010 Annual Meeting

April 21-25, 2010      Hyatt Regency      Atlanta



Spring 2010 SSS Meetings

## 50 Fun Things to Do in Atlanta

(from <http://www.atlanta.net/50fun/completelist.asp>)

### Alliance Theatre

The Alliance is one of the largest regional theaters in the nation serving a diverse audience through award-winning work. The Alliance has produced more than 50 world premieres bringing the world's best resources to Atlanta.

### Atlanta Braves and Turner Field

The Atlanta Braves regular season takes place April - September at Turner Field. The Braves Museum and Hall of Fame, also at Turner Field, features more than 600 Braves artifacts and photographs that trace the team's history from its beginnings in Boston (1871-1952) to Milwaukee (1953-65) to Atlanta (1966-present). Both the Braves Museum and Turner Field are open year-round.



### Atlanta Botanical Garden

This peaceful oasis includes 30 acres of gardens, an urban forest, wildflower trails, the Dorothy Chapman Fuqua Conservatory and a 10,000 square-foot Fuqua Orchid Center. A charming bridge links the main gardens to the Children's Healthcare of Atlanta Children's Garden. The Garden also offers year-round special events, exhibits and workshops.

### Atlanta Falcons at the Georgia Dome

The Atlanta Falcons have created a host of exciting game-day experiences and affordable family ticket packages. The 1998 NFC Champion Atlanta Falcons gear up each September to kick off the official season. The Georgia Dome has hosted numerous events including: the 1996 Summer Olympics, Super Bowl XXVIII & XXXIV, the annual Chick-fil-A Bowl and most recently, the 2007 NCAA Men's Final Four. Dome tour information is available. Philips Arena is home to world class concerts, events and the NBA Atlanta Hawks and the NHL Atlanta Thrashers along with Atlanta's newest pro-sports team, the WNBA Atlanta Dream.

### Atlanta History Center

This Buckhead attraction features 32 acres of gardens, wildlife trails and woodland areas. The complex includes the 1840s Tullie Smith Farm, a fully restored 1928 Swan House mansion and Swan Coach House restaurant. The museum features exhibitions on subjects such as the Civil War, African-American heritage and Southern folk art. The Atlanta History Center includes a wing dedicated to the 1996 Centennial Olympic Games.

### Atlanta Motor Sports

The Atlanta Motor Speedway in Hampton is an 870-acre racing complex hosting NASCAR Nextel Cup, Busch and Craftsman Truck Series events in March and October. In addition to the race weekend, the facility hosts driving schools, Thursday Thunder Legends racing, Friday

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## 50 Fun Things to Do in Atlanta

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Night Drags, NOPI Nationals and many others. Road Atlanta in Braselton is a 2.5-mile track featuring sports car, vintage, motorcycle, and go-cart races from March through November, plus the Petit Le Mans.

### The Atlanta Opera and the Atlanta Ballet

The Atlanta Opera offers four main stage productions each season, in addition to other programs, such as Pre-Opera Lectures and student matinees to further enhance the experience of opera. Atlanta Ballet, founded in 1929, is the oldest professional dance company in America, the largest self-supported arts organization in Georgia and is the official Ballet Company of Georgia. The company's performances combine contemporary and traditional with classic ballets and new choreography. Both companies recently moved to the Cobb Energy Performing Arts Centre.

### Atlanta Symphony Orchestra

Atlanta Symphony Orchestra (ASO) is a Grammy Award winning, internationally-renowned ensemble now in its 62nd season. Currently flourishing under the creative partnership of Music Director Robert Spano and Principal Guest Conductor Donald Runnicles, the ASO has garnered 23 Grammy Awards.



### Atlanta University Center and Historic West End

The West End historic district of Atlanta holds the country's largest concentration of African-American colleges and is often referred to as the Atlanta University Center (AUC). The AUC is comprised of Clark Atlanta University, Morehouse College, Morehouse School of Medicine, and Spelman College. It is home to the Clark Atlanta University Art Gallery, Morehouse Chapel, Morehouse School of Medicine's National Center for Primary Care, and the Spelman College Museum of Fine Art. The Historic West End community dates back to the 1830s and features restored period homes and Victorian cottages. Museums in the area include Hammonds House Galleries, known for its exhibitions of African-American and Haitian art, and The Wren's Nest, home of Joel Chandler Harris who wrote the Uncle Remus stories.

### Atlantic Station

Atlantic Station offers a city within a city feeling to all its visitors with a walkable streetscape-style setting with brick paved streets and a Central Park. Great boutiques, sidewalk cafes, hip restaurants reign at Atlanta's new Main Street. Atlantic Station has a Regal Cinemas 16, lots of festivals, concerts and TWELVE® Hotel. Free shuttles are available from the Arts Center MARTA Station.

### Buckhead Nights

Dining in Buckhead has always topped the list for visitors to this luxurious community. Now, you can experience the Ultimate Dining package, thanks to the Buckhead Life Restaurant Group and Buckhead's top hotels.

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## 50 Fun Things to Do in Atlanta

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### Buckhead's Legendary Shopping Experience

Expect more Buckhead luxury than ever with the addition of the new 35,000 square foot Neiman Marcus wing at Lenox Square. Legendary shopping in Buckhead takes on new meaning with specialty retailers Calvin Klein, LUSH, Shabby Chic and Zara coming on the scene, exclusive to the Atlanta market only at Lenox. Additional retail anchors include Macy's and Bloomingdale's, complemented by designer boutiques Hermes, Cartier, David Yurman, Late Spade, Montblanc, St. John and Salvatore Ferragamo.

### Centennial Olympic Park

This 21-acre site was one of the most popular spots in the city during the 1996 Centennial Olympic Games. Today, year-round programming featuring concerts, family activities and festivals make the park a gathering place for Atlantans and visitors. The park features the world's largest Olympic Ring fountain.



### Center for Puppetry Arts

Center for Puppetry Arts is the largest organization in North America dedicated to the art of puppetry. The center offers performances from the Family Series and New Directions for adults. An interactive museum, Puppets: The Power of Wonder, is the largest puppetry museum in the United States.

### Chastain Park Amphitheatre

Chastain Park Amphitheatre each spring and summer plays host to some of the finest, best known musicians in the world. The Classic Chastain series features musicians and the Atlanta Symphony Orchestra performing at Chastain Park Amphitheatre while guests dine by moonlight.

### Chattahoochee River Fun

Sixteen recreation areas along a 48-mile stretch of the Chattahoochee River have been designed to conserve the river and provide outdoor entertainment for the whole family. Contact the Chattahoochee National Park Service to plan your outdoor fun, or Chattahoochee Outfitters, a premier raft, canoe, kayak and pedal boat outfitter. The Chattahoochee Nature Center in Roswell offers educational environmental programs, canoe trips and other activities.

### City of Decatur

Walkable, friendly Decatur, six miles east of downtown Atlanta, has more than 200 boutiques, restaurants and galleries. Head to the square for outdoor concerts, the Decatur Arts Festival in May, the Decatur Beach Party in June and the Decatur Book Festival Labor Day weekend. Eddie's Attic provides live entertainment nightly. The best part? Decatur is right on the Marta line.

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## 50 Fun Things to Do in Atlanta

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### City Segway Tours

Cruise through beautiful parks and downtown Atlanta sidewalks while receiving a great historical and informational orientation of the city. The Segway is the first of its kind: a self-balancing personal transportation device designed to operate in any pedestrian environment.



### Fernbank Museum of Natural History

Come face to face with the world's largest dinosaurs, explore the development of life on Earth through the landscapes of present-day Georgia, connect with cultures from around the globe, engage in a variety of hands-on exhibits and enjoy the incredible 5-story experience of an IMAX® film. Don't miss Martinis & IMAX®, Atlanta's perfect mix of culture and cocktails offered every Friday (January - November).

### The Fox Theatre

This opulent historic landmark presents shows by Broadway in Atlanta and Theater of the Stars, as well as a Summer Movie series. And, one of the nation's premier professional ballet companies, the Atlanta Ballet, performs its holiday season favorite “The Nutcracker.”



### The Georgia Aquarium

Dive into a one-of-a-kind aquatic experience at the world's largest aquarium, the Georgia Aquarium! Get up close with gentle whale sharks, toothy sand tiger sharks, graceful beluga whales, playful sea otters and aquatic animals from around the globe. With the largest collection of aquatic animals, you are sure to see things you've never seen before!

### Georgia State Capitol

Georgia native gold tops the dome of the Georgia State Capitol. This restored 1889 building houses a museum which collects, maintains and exhibits significant artifacts, including a priceless collection of Georgia's state flags. Sixty to ninety minute tours are available.

### Golf in Atlanta

Atlanta has 71 public courses, 14 semi-private and 48 private courses that encompass everything from in-town spots such as Bobby Jones Golf Course to championship links at Stone Mountain Park and Lake Lanier Islands Resort.

### High Museum of Art

The High Museum of Art is the leading art museum in the southeast. Expect a broad, diverse selection of art comprising 19th/20th century American works, European paintings, decorative arts, African, African-American art, photography, and modern and contemporary art. The High

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## 50 Fun Things to Do in Atlanta

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is currently involved in a three-year partnership that brings treasures from the Musee du Louvre to the city.

### Imagine It! The Children's Museum of Atlanta

Located on Centennial Olympic Park, Imagine It! The Children's Museum of Atlanta features hands-on, colorful exhibits and activities where children can discover, imagine and explore as they learn how things work in their world. Whether it's building a sandcastle, painting on the walls, or exploring the latest exhibit, children will discover why it's the smart place to play.

### Inside CNN Atlanta

Journey into the heart of CNN Worldwide and get an up-close look at global news in the making. Inside CNN is a 55-minute guided walking tour with exclusive, behind-the-scenes views of Atlanta's CNN studios and an exciting glimpse of news and broadcasting in action from the world headquarters of CNN.



### Jimmy Carter Library and Museum

The Jimmy Carter Presidential Library and Museum is an opportunity to learn about the life and work of the 39th president. Walk into an exact replica of the Oval Office, see exquisite state gifts and special exhibits, and trace President Carter's life from his 6th grade report card to the actual Nobel Peace Prize awarded to him in 2002.

### Little Five Points

It's one of the coolest spots on the map. A bohemian hangout with a rich mix of art, theater, and shopping, it has been the epicenter of all things alternative for many years: 7 Stages Theatre, Horizon Theatre, Variety Playhouse, Star Community Bar (with a shrine to Elvis) and many pubs and nightlife places are available.

### Margaret Mitchell House

Margaret Mitchell House is the three-story Tudor Revival mansion in Midtown where author Margaret Mitchell lived from 1925 to 1932 and wrote her Pulitzer Prize-winning novel, *Gone With The Wind*. The House offers tours, a museum and museum shop, as well as a literature series that showcases Southern authors.

### Marietta Historic District

Take a walking or driving tour of Marietta's five National Register Historic Districts. Visit the square, with specialty and antique shops, nightspots, restaurants, Theater in the Square and Glover Park. Tour three heritage museums with the Marietta Heritage Passport or take a ride through history on the Historic Marietta Trolley.

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## 50 Fun Things to Do in Atlanta

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### Martin Luther King Jr. National Historic Site & Sweet Auburn District

The area of Sweet Auburn served as the thriving center of black enterprise in Atlanta from the 1890s through the 1940s, and is the birthplace of Dr. Martin Luther King, Jr. At the Martin Luther King Jr. National Historic Site, explore his birth home, visitor center, historic Ebenezer Baptist Church, and The King Center, where Dr. King's Nobel Peace Prize is on exhibit. The crypt and gravesite of Dr. King and his wife, Coretta Scott King, are also located at The King Center.



### Medieval Times

Journey back to the 11th Century for feasting, fighting and fun. Medieval Times is an exciting, family friendly dinner theater featuring an authentic medieval tournament and feast, with jousting knights and horses.

### Millennium Gate

The Millennium Gate is a new, classically designed monument in Atlantic Station. Winner of the prestigious 2006 Palladio Award for design of a public space, Millennium Gate showcases world-class architecture, art and history in an intimate gallery setting and beautiful grounds.

### Piedmont Park

Atlanta's Central Park, Piedmont Park, with more than 180 acres, is situated between 10th Street and Piedmont Avenue and is joined with the Atlanta Botanical Garden. Experience lush woods, Lake Clara Meer, picnic spots, skating paths and many annual events.

### Roswell Historic District

Take a walking tour of Roswell starting at the Historic Roswell Visitors Center or tour the antebellum homes such as Bulloch Hall, the childhood home of former United States President Theodore Roosevelt's mother, or Smith Plantation built in 1845 and fully furnished in period pieces belonging to the original family.

### See Atlanta from Above

Air Atlanta Helicopters has several selections of Atlanta sites to tour from the sky. And, when you take a hot air balloon ride with Balloons Over Georgia you will see North Georgia in a whole new light.

### Shopping for Outlet Malls?

North Georgia Premium Outlets in Dawsonville is Georgia's first and only premium outlet center. This center offers current-season merchandise from 140 stores. If you're heading north on I-85, be sure to make a stop at one of the three outlet malls outside of Atlanta: Discover Mills and Tanger Outlet Center, with locations in Commerce and Locust Grove.

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## 50 Fun Things to Do in Atlanta

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### Six Flags Over Georgia & Six Flags White Water

Six Flags Over Georgia is the Southeast's largest regional theme park. You can visit the park from March to November to experience thrills on Goliath, ride Thomas the Tank Engine or cool-off in Skull Island, the world's largest interactive theme park water play structure. Six Flags White Water offers thrilling water rides, slides and waterfalls including Tornado, the Ultimate Storm and Cliffhanger, one of the tallest freefalls in the world.



### Stone Mountain Park

Stone Mountain Park is home to the world's largest piece of exposed granite rock and is the state's most visited attraction. With more than 3,200 acres of natural beauty, the park offers families recreational activities, special events, lodging and camping. Plus, new in 2008 is Sky Hike, the largest family adventure course in the treetops. Also see the Skyride, Paddlewheel Riverboat, Antebellum Plantation & Farmyard, The Great Barn, Scenic Railroad, Ride the Ducks, Great Locomotive Adventure, Golf, museums and the 1870s town of Crossroads® which includes live shows, craft demonstrations, shopping and dining.

### Underground Atlanta

Six city blocks have been transformed into a spirited marketplace that offers historic guided tours, more than 100 specialty stores, Kenny's Alley, the trendy hangout with exciting nightlife and restaurants, street-cart merchants and annual events. The Peach Drop, the largest New Year's Eve celebration in the Southeast, St Patrick's Day Festival, and Heritage Arts Festival are just a few of the special events that take place.

### Upscale Shopping

The latest fashions and today's trends can be also found across Peachtree at another exquisite Simon property – Phipps Plaza. Phipps spells luxury with stores like Saks Fifth Avenue, Nordstrom, Tiffany & Co., Jimmy Choo and more. If you like art and antiques, don't forget Miami Circle known around the world for its museum quality antiques, estate jewelry, rare book galleries, and show rooms of unique lighting. The Bennett Street District in south Buckhead, also boasts some of the best antiques and art in Atlanta. Last but not least, The Galleries of Peachtree Hills houses 24 distinctive antique and art galleries in a five-building complex designed in classical French style.

### Virginia-Highland

This community east of Midtown is best known for its restaurants, pubs, galleries and interesting shops. Local favorites include Murphy's, La Tavola, Noche, Blind Willie's blues bar, and 20th Century Antiques.

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## 50 Fun Things to Do in Atlanta

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### Walking Tours

Midtown walking tours are available for visitors in Atlanta, from historic neighborhoods to prominent buildings. The Atlanta Preservation Center offers guided walking tours of neighborhoods such as Ansley Park and The Fox Theatre, one of the few remaining exotic movie palaces of the 1920s.

### William Breman Jewish Heritage Museum

Through its exhibitions, publications, and resources, this museum of the Atlanta Jewish Federation explores Jewish heritage in general and how it relates to other cultures and religions. It contains two permanent galleries and hosts special rotating exhibits.

### Woodruff Arts Center

Woodruff Arts Center, named for Atlanta Coca-Cola magnate Robert W. Woodruff, has grown into the most dynamic center for the visual and performing arts in the South and is among the top such centers in the nation. The Woodruff Arts Center includes the Alliance Theatre, High Museum of Art, Young Audiences, 14th Street Playhouse, and the Atlanta Symphony Orchestra.

### World of Coca-Cola

From a multi-sensory 4-D theater, a marvelously restored 1880s soda fountain, a one-of-a-kind World of Coca-Cola glass bottle produced in a real, live bottling line, to an opportunity to sample nearly 70 different beverages from around the world, you'll experience something inviting around every corner.



### Yellow River Game Ranch and Kangaroo Conservation Center

Visit the 24-acre Yellow River Game Ranch set on a naturally wooded preserve along the banks of the Yellow River. It features more than 600 native Georgia animals, such as deer, buffalo, bears and the famous weather predicting groundhog, General Beauregard Lee. The Kangaroo Conservation Center is America's Aussie Adventure, home to the largest population of kangaroos outside of Australia.

### Zoo Atlanta

Located in historic Grant Park, Zoo Atlanta features more than 200 species of animals from the African plains and Asian forests. See Bornean Sumatran orangutans, Asian small clawed otters, and Sumatran tigers, plus a pair of Giant Pandas and a new panda cub. The Ford African Rain Forest houses one of the largest captive gorilla populations in North America with a total of 24 gorillas.

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# 2010 SSS Awards

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## Irene Padavic Recipient of Katherine Jocher-Belle Boone Beard Award



Irene Padavic, Professor and Pepper Chair at the Department of Sociology at Florida State University, has been awarded the Katherine Jocher-Belle Boone Beard Award for distinguished scholarly contributions to the understanding of gender and society. Dr. Padavic joined the faculty at Florida State University after receiving her Ph.D. from the University of Michigan and is currently Chair of the department. With the exception of a year as a fellow at the Radcliffe Institute for Advanced Study at Harvard University in 2000-2001, she has spent her career at Florida State.

Dr. Padavic's research in gender studies began with participant observation as a coal-handler in a power plant in the late 1980s. "As the only woman in a 1920s-era plant, I shoveled a lot of coal and learned at least as much about gender and segregation as I did about electricity," she says. The results of that experience appeared in *Symbolic Interaction* in 1991, and in a couple dozen articles and two books she has continued to publish research about how gender operates in settings as varied as workplaces, sororities and fraternities, police academies, the military, the legal system, and farms. Most of her projects have involved students, and she has received mentoring awards from Florida State University (in 2007), from Sociologists for Women in Society (in 1999), and from FSU graduate students (2009). "Working with graduate students is the best part of this job," she says. "Helping newcomers to the profession hone their creative ideas, harness the ideas to a bibliography, and write them up in an engaging and accessible way is very satisfying, and so are the relationships that continue over the years as they progress through their careers."

Dr. Padavic has been an active member of the SSS since her arrival in the South as a result of the prodding of Charles Tolbert, the former department Chair. "Charles made it seem as though membership in the Society went hand-in-hand with membership in the Department. I didn't realize there was a choice!" Now that she is department Chair, she has continued the tradition. "We had 22 FSU graduate students attend the 2009 meeting," she said, "and I suspect many didn't realize not attending was an option!" She has served on the SSS Executive Committee, the Elections Committee, the Committee on the Status of Women, and the Program Committee. "It is a deep honor to have my research recognized by the Society, and I am extremely grateful."

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## Larry J. Griffin Receives Charles S. Johnson Award

Larry J. Griffin is the Reed Distinguished Professor of Sociology and Professor of History and of American Studies at the University of North Carolina at Chapel Hill. Professor Griffin previously taught at Indiana University, the University of Minnesota, and Vanderbilt University, and served as a visiting professor at the College of William and Mary and Berea College.

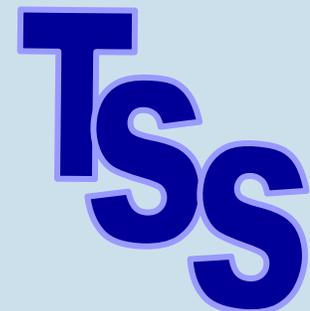
His research and teaching interests center on collective memory, race, and social inequality, especially in the context of the American South. His research has been supported by the National Science Foundation, the National Institute of Mental Health, and the U.S. Department of Labor. He has published over 70 articles and essays and edited or co-edited several books, including the "Social Class" volume of the New Encyclopedia of Southern Culture.



Professor Griffin has held fellowships at UNC's Center for the Study of the American South and the Center for the Advanced Studies in the Behavioral Sciences and served as distinguished visiting scholar at the University of Notre Dame. Currently co-editor of the journal *Southern Cultures*, he has also served on the editorial boards of 12 journals in sociology, history, and southern studies, including a stint as the deputy editor of the *American Sociological Review*.

With Larry Isaac, he was the recipient, in 1990, of the Barrington Moore Award, given by the American Sociological Association's Comparative-Historical Section for best article in the area. While at Indiana and Vanderbilt, he won numerous awards for his graduate and undergraduate teaching and occupied, at the latter institution, the Chair of Teaching Excellence from 1997 to 2000. He has been a member of the SSS for most of his career, serving on the Publications, Program, Executive, and Nominations committees and received the 2007-08 Distinguished Lecture Award from the SSS.

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



## Edward Kain Awarded the 2010 SSS Distinguished Teaching Award



Edward L. Kain, Professor of Sociology and University Scholar in the Department of Sociology and Anthropology at Southwestern University, was named as the 2010 recipient of the Southern Sociological Society Distinguished Contributions to Teaching Award. This award will be presented to him at the Spring Meeting of the SSS in Atlanta.

While a graduate student at the University of North Carolina at Chapel Hill, Professor Kain was a student associate editor of *Social Forces*, thus beginning his association with the Southern Sociological Society. Since that time he has regularly presented papers, served on panels, organized and presided at sessions, led or co-led teaching workshops at the SSS annual meetings, and served on the Program Committee. Since 1987 he has taken his undergraduates to present papers at regional and national professional meetings; for well over a decade they have come to the SSS meetings to present their research. He and his colleagues, Dr. Dan Hilliard, Dr. Maria Lowe, and Dr. Sandi Nenga have built a cumulative undergraduate curriculum based upon developing research skills. The fruits of this departmental mentoring can be seen in the fact that an undergraduate from Southwestern has received the Odum Award for undergraduate research at the SSS meetings for three of the last four years.

Dr. Kain has edited/co-edited and authored/co-authored eight publications for the ASA Teaching Resources Center, including two editions of *Innovative Techniques for Teaching Sociological Concepts* (in 1993 with Robin Neas and in 2006 with Sandi Nenga), two editions of *Applying for a Faculty Position in a Teaching-Oriented Institution* (2001 and 2006 with Kathleen Piker-King, Keith A. Roberts, and Gregory L. Weiss), and materials on *Preparing Graduate Students to Teach* (1990) and *Training TA's* (1989). His two books on family sociology, *The Myth of Family Decline* (1990), and *Diversity and Change in Families: Patterns, Prospects, and Policy* (1995, with Mark Rank) were widely adopted in courses across the country.

Ed's contributions to the teaching of sociology fall in three major areas. First, he has done extensive research and writing on the sociology curriculum. As a member of the American Sociological Association's Task Force on the Undergraduate Major, he co-authored *Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the*

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## Edward Kain Awarded the 2010 Distinguished Teaching Award



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*Twenty-First Century* (2004) with Kathleen McKinney, Carla B. Howery, Kerry J. Strand, and Catherine White Berheide. This document is widely used by departments and programs as they strengthen their sociology major. In 2006 he co-authored the ASA's document on "Models and Best Practices for Joint Sociology-Anthropology Departments." Many of his more than 50 chapters and articles focus upon the sociology curriculum, including analyses of the structure of the sociology major at institutions across the country and research on three decades of change in job advertisements in sociology and how that reflects differential melding of teaching and research in academic careers.

His second major area of contribution in teaching is in his mentoring of students, with a focus upon blending teaching and research in the academic enterprise. While on the faculty at Cornell University in the 1980's, he developed the institution's first graduate course on teaching; It was modeled after the graduate seminar taught by Everett K. Wilson at the University of North Carolina at Chapel Hill. Graduate students from six departments and three colleges participated the first semester it was offered. Within only five years he was serving on 18 dissertation committees. At Southwestern University, he wrote successful grants for participation in the Ford Foundation/ASA Minority Opportunities through School Transformation (MOST) program, which focused upon research training for undergraduate sociology students of color. He followed this effort with grants for several summer research programs for undergraduates. Along with his colleagues in the department, he encourages all of his undergraduates to be actively involved in research. Most majors in the department present their research at regional and national professional meetings before graduation. Those who decide to pursue advanced degrees are accepted into the top Ph.D. programs in the country. Ed offers them opportunities to publish as undergraduates. Two recent examples, both published in *Teaching Sociology*, are articles on "Institutional Research as a Context for Teaching Methodological Skills" (2001) co-authored with two students, and "Sociology in Two-Year Institutions" (2007) co-authored with three students.

The third area in which Ed has been involved in strengthening teaching in our discipline is through his work with the ASA Department Resources Group. He has been a member of this national set of trained consultants since 1985. In his work with the DRG, Ed has led nearly 40 teaching workshops at regional and national professional meetings as well as on campuses across the country. Topics for the workshops have included integrating computing across the sociology curriculum, training students in research skills, teaching the mass class, and enlivening the classroom with active learning. In the past three years he has worked with two national committees of the American Library Association—one on information literacy and one on evaluating the library collection in sociology.

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## Edward Kain Awarded the 2010 Distinguished Teaching Award



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A central part of his work with the DRG has been in his role as an external reviewer of sociology programs nationwide. In the past five years alone, he has served as a reviewer for departments in nine states. Many of those include members of the SSS—Florida, Georgia, North and South Carolina, and Texas.

Ed has been an active member of the ASA's Section on Teaching and Learning. He has served as chair of the Section, edited the newsletter, been on the Section Council, and served on every committee of the section. He served two terms on the editorial board of *Teaching Sociology*.

Dr. Kain's contributions to teaching have been recognized with a number of awards. In his first tenure-track position at Cornell University, he received the 1985 College of Human Ecology Alumni Association Distinguished Teaching Award. In 1997 he received the Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Sociology, given by the Section on Undergraduate Education of the American Sociological Association. A decade later he was honored with the 2007 American Sociological Association Distinguished Contributions to Teaching Award. At his home institution, Southwestern University, from 1998 through 2000 he held both a Brown Distinguished Teaching Professorship and the William Carrington Finch Professorship. Most recently he was given a 2008-2009 Exemplary Teaching Award from the General Board of Higher Education and Ministry of the United Methodist Church. He is very honored to be recognized with the 2010 Contributions to Teaching Award of the Southern Sociological Society.

## Tom Hood Receives Martin L. Levin Distinguished Service Award



Tom Hood, Ph.D., Professor Emeritus of Sociology and Executive Officer of the Society for the Study of Social Problems (1990-2009), received his university education at Michigan State and Duke Universities. The Bachelor of Arts degree with high honors was awarded at M.S.U. in June 1960; Duke University awarded the A.M. degree in Sociology

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## Tom Hood Receives Martin L. Levin Distinguished Service Award



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in 1964 and the Ph.D. degree in 1969. Professor Hood is a member of Phi Kappa Phi, Pi Gamma Mu, Phi Eta Sigma, and Alpha Kappa Delta and Alpha Zeta honor societies.

Professor Hood joined the faculty at the University of Tennessee in Knoxville in 1965 as an instructor. He was promoted to Assistant Professor in 1969, Associate Professor in 1973, Professor in 1985. He served as Head of the Department of Sociology from January 1983 until June 1991.

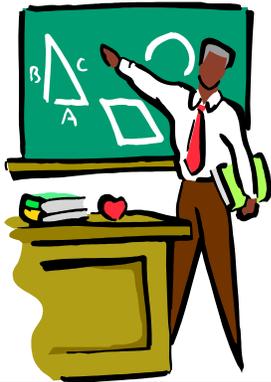
Professor Hood has served on many Department, College and University committees. In 1991-92, he served as President of the University Senate. He served as President of the Southern Sociological Society in 1994-95. Before and after being President he served in the following Southern Sociological Society offices: State Membership Chairman, 1969-70, 1970-71, 1975-77, 1990-91; Program Committee, 1980; Local Arrangements Committee, 1980; Executive Committee, 1980-83; Secretary - Treasurer, 1983-1986; Vice-President, 1988-90; President-elect, 1993-94; Site Selection Committee, 1994-1998; Committee on the Profession, 1999-2002.

Hood has served as officer and committee member in several sections of the American Sociological Association, most recently completing a term on the Committee on Professional Ethics, 2004-2007. He served as President of the Popular Culture Association in the South.

An active researcher, Dr. Hood's funded research projects and activities in the areas of transportation and the environment have brought over \$3 million dollars in external funding to the University since 1974. Currently his research and writing interests include social suffering and collective distress, the social psychology of appearance and the attribution of character, the work of Erving Goffman, and environmental movements in America. His published research on the Billy Graham crusade in Knoxville and his work on the social psychology of experiments has been reprinted and widely cited.

Professor Hood has taught courses primarily in collective behavior and social movements, research methods, social psychology and environmental sociology. In addition to teaching at all undergraduate and graduate levels, he has directed or served on more than 100 masters and doctoral committees.

A committed Christian, Hood is a life-long member of the United Methodist Church having served on local, district, and conference committees. He has been an active 4-H Leader for over 30 years in Knox County and has received the College of Arts and Sciences and National Alumni Association Awards for Public Service.



# The Teaching Corner



Denise L. Bissler, Chair  
Randolph-Macon College  
Committee on Sociology in Community and Small Colleges

## Committee Members

Chair: Denise Bissler, Randolph Macon College, [dbissler@rmc.edu](mailto:dbissler@rmc.edu)  
Chandrouti Persaud, Mississippi Valley State, [persaudmvsu@yahoo.com](mailto:persaudmvsu@yahoo.com)  
Karen Mundy, Lee University, [Kmundy@leeuniversity.edu](mailto:Kmundy@leeuniversity.edu)  
Caroline Whitehead, Craven Community College, [whitehec@craven.cc.edu](mailto:whitehec@craven.cc.edu)  
Daniel Harrison, Lander University, [dharrison@lander.edu](mailto:dharrison@lander.edu)  
Lisa Peloquin, Elon University, [artemis@elon.edu](mailto:artemis@elon.edu)

Please feel free to contact these individuals with your ideas or suggestions for our committee.

## Work of the Committee

The committee is anxiously looking forward to the upcoming academic year. We are especially excited about the annual meeting in Atlanta. As always, we will be organizing sessions for the conference. These sessions will be organized around teaching and working at small colleges. A big hit last year was the session on “Do you want to work at a small college?” so we hope to repeat that session. In keeping with tradition, the committee will organize a dinner for those who would like to network with others who are teaching in small or community colleges (or would like to). We are still accepting submissions for “The Teaching Corner” as well. Please see below for information needed for “The Teaching Corner” and for the 2010 meetings.

## Information Needed for “The Teaching Corner”

We desperately need some material from SSS members who are committed to teaching. The committee is responsible for writing “The Teaching Corner.” The information in this newsletter is supplied by SSS members. We would love to publish your *ideas, classroom exercises,*

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# The Teaching Corner

(Continued from page 19)

*videos, out-of-class assignments, service learning techniques* or any other material that you have found to be effective in improving students' understanding of course material. All you need to put in your write-up is some brief biographical information, title of exercise or technique, what courses the technique could be used for, and a brief description of the exercise or technique. Please send this information to

Denise Bissler, Committee on Sociology in Community and Small Colleges, Department of Sociology, Randolph Macon College ([mail to: dbissler@rmc.edu](mailto:dbissler@rmc.edu)).

I am especially fond of the idea of including a *faculty spotlight and an undergraduate student spotlight* because many SSS members from small and community colleges go above and beyond and deserve special recognition. If you know of a faculty member or undergraduate student who deserves recognition for outstanding teaching, research or activism, please send a short commentary and picture to Denise Bissler ([dbissler@rmc.edu](mailto:dbissler@rmc.edu)).

Lastly, if you know of *websites* that are helpful in teaching about sociological issues, please send the link with a brief description of the website to Denise Bissler ([dbissler@rmc.edu](mailto:dbissler@rmc.edu)).

## Information Needed for the 2010 Meetings

The committee is always looking for *ways to increase participation* in SSS among faculty at small and community colleges. Please contact Denise Bissler ([dbissler@rmc.edu](mailto:dbissler@rmc.edu)) or another committee member with any suggestions for increasing participation.

We are excited to be organizing a *dinner* out for faculty and students who teach at small and community colleges. Please let me know (Denise Bissler: [dbissler@rmc.edu](mailto:dbissler@rmc.edu)) if you are interested in attending the dinner.

Please remember to check the call for submissions in the fall for the *sessions* sponsored by the Committee on Sociology in Small and Community Colleges and think about submitting your paper to the session.

## Teaching Exercises

### First Day Teaching Idea and Ice Breakers

In lieu of a specific teaching exercise for this first newsletter of the academic year, we thought you might be able to make better use of some new ideas (or old ideas that have been reformulated) for ice breakers and/or first-day activities.

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# The Teaching Corner

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Please feel free to contact the person who submitted the exercise for more details. Unfortunately, the author of these exercises is not always known in which case that is so noted. What appears here are likely to be hybrids of exercises we have “borrowed,” combined, tweaked, etc.

Also, if you have an idea for a first day exercise or ice breaker and would like to see it published here, please send it in the same format as below to: [dbissler@rmc.edu](mailto:dbissler@rmc.edu).

### **Exercise/Ice Breaker: Proving Old Sayings**

**Submitted by:** Chandrouti Persaud, Coordinator of University Academic Assessment, Mississippi Valley State University, [persaudmvsu@yahoo.com](mailto:persaudmvsu@yahoo.com)

**Author:** Unknown

**Exercise/Ice Breaker:** First, break students into groups of no more than five. Second, ask students to choose an old saying (e.g., too many cooks in the kitchen). Third, have students talk among themselves and develop a few hypotheses or ideas about what one would need to support this saying. Ask them, “How would you go about proving this old saying?”

**Purpose:** Helps instructor show the process of developing and testing hypotheses. Serves as an ice breaker. Helps encourage engagement in the classroom. Could be used as a discussion-starter for appropriate forms of “evidence” (e.g., myth vs. fact vs. opinion, etc.).

**Appropriate courses:** This activity could be used for any methods, statistics, or introductory sociology course. It could also be used for social psychology courses or more general sociology courses in which the instructor wants to illustrate parts of the scientific method.

### **Exercise/Ice Breaker: What Crime Would You Commit?**

**Submitted by:** Denise Bissler, Randolph-Macon College, [dbissler@rmc.edu](mailto:dbissler@rmc.edu)

**Author:** Michael Scheff

**Exercise/Ice Breaker:** On the first day of my Criminology course, I have each of my students think of crime they WOULD commit if they KNEW they would NOT be caught and punished. They write it down and hand it in anonymously. \*They need to be comfortable discussing it, and they need to give a few details. I write each crime in a list on the board. Then, each student tells us about him/herself, where he/she is from, and a bit about the city he/she grew up in, a bit about his/her family, and some brief personality traits. I write these on the board in no particular order (but in list format). Next, we try to figure out which crime goes with which student based on the information we have. We keep “score” of how many we get correct. Then,

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# The Teaching Corner

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we have a discussion about the information we use to understand crime/criminality, stereotyping, and the sociological imagination.

**Purpose:** Helps instructor learn and remember names. Helps students get to know one another if they don't already (although at my small college, it works because they know each other well enough to guess some correctly). Helps to break the ice by be-

ing funny the first day. Helps to illustrate that we are all criminals. Also, tells a lot about the way we think about crime and use information to assume things about criminality.

**Appropriate courses:** This could be used for any criminology/deviant behavior/juvenile delinquency (if you make it a crime they committed as a juvenile) or criminal justice course in which you would like to illustrate that we all commit some crime. However, you might be able to adjust it to many other courses to show how one might make a difference socially. For example, instead of asking about a crime one committed, one could ask about an environmental violation one would likely commit, etc.

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## *Websites for Teaching about Sociological Issues*

### *Ideas for the first day of class and/or ice breakers:*

<http://teaching.berkeley.edu/bgd/firstday.html>

This website gives suggestions for the first day of class...point by point. It lays out the basics for the novice instructor or for those who might want to restructure. Some information about how to build a sense of community in the classroom is included.

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

Scroll down to the second box of links. There are several links from 101 things the first 3 weeks to ice breakers. This site includes tips for learning students' names and research on what affects students' attitudes toward coursework.

[http://www.asanet.org/cs/root/topnav/sociology\\_depts/ideas\\_for\\_the\\_first\\_day\\_of\\_class](http://www.asanet.org/cs/root/topnav/sociology_depts/ideas_for_the_first_day_of_class)

ASA's website includes teaching tips for the first day of class. This link includes write-ups by professors of what they do the first day. Ideas include some step-by-step exercises to more technical information.

<http://www.nvcc.edu/cetl/doc/projectpedagogy.pdf>

This .pdf file contains a document of "ideas for better teaching." If you scroll down to Chapter 3, you will see tips for getting started the first day and some ice breaker exercises.

# The Teaching Corner

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## Exercise/Ice Breaker: Us vs. Them...

### Who is a Criminal?

Submitted by: Denise Bissler,  
Randolph-Macon College, [dbissler@rmc.edu](mailto:dbissler@rmc.edu)

Author: Unknown

**Exercise/Ice Breaker:** On the first day of my Foundations of Sociology course (I teach a section on Criminology), I ask students to answer a question on a piece of scrap paper... “Are you a criminal?” I collect it. Next, I pair students up and give them a note card. On the note card, they must write basic biographical/contact information. Then, I have them interview each other to find out one crime that they have committed in the past. I remind them that they will ALL share their crime so they might not want to pick a story that is too embarrassing. I tell them that they cannot have the same crime in their pair. Also, I list a few crimes to avoid discussing because they are too common to be interesting in this context (e.g., underage drinking). I give them enough time to get the details, and then I have them introduce his/her partner and his/her crime. Then, I ask questions to find out more about the crimes each of them has committed.

**Purpose:** Helps instructor learn and remember names (I write down their names/crimes). Helps students get to know one another if they don’t already. Helps to break the ice—the instructor can run with this subject and be quite amusing by asking some funny questions. \*Note: be careful to warn them about giving too much information, especially if you have an honor code on campus. Also, I remind them that what is discussed in the course is considered confidential even though I ask the students to use a scenario that won’t embarrass them.

I use this exercise during the rest of the semester to show inequality in the system (inevitably some have gotten away with some pretty serious crimes while others have been punished for less severe ones). Sometimes the inequality seems to be based on race and other times on gender or class (\*Note: if this inequality isn’t evident the first time, it will probably show up eventually and then you might be able to discuss those past examples in future courses).

I also use this activity to show that we are ALL criminals so understanding crime/criminality isn’t about understanding how criminals are so different from the norm but more about understanding what/whose behavior we choose to define as criminal/deviant. Almost none of them will call him/herself a “criminal” on paper, but it turns out they ALL have committed crime.

**Appropriate courses:** This exercise could be used for any criminology/deviant behavior/juvenile delinquency (if you make it a crime they committed as a juvenile) or criminal justice course. Again, you might be able to adjust the exercise to a topic other than crime. For example, you could ask them if they consider themselves a “sexist,” and then have them discuss in groups some behavior they have done that might contribute to sexist views...laughing at sexist jokes; calling male athletes “little girls,” etc. Obviously, this activity might not be funny as much as it is enlightening.

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# The Teaching Corner

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**Exercise/Ice Breaker: Truth or Lie**

**Submitted by: Denise Bissler, Randolph-Macon College, <mailto:dbissler@rmc.edu>**

**Author: Unknown but this is a common “team-building” exercise in management training**

**Exercise/Ice Breaker:** Each student must say two things about him/herself that are true and one thing

that is false. The instructor may participate also. I like to tailor the “things” to the course topic, but it doesn’t have to be done that way. For instance, in my Criminal Justice course, I said, “I have been arrested”; “I worked in a prison”; and “I know more criminals than I know cops” (one of these is false). I like to structure the exercise as such: The student says his/her three statements. Then, I ask him/her to repeat them one at a time. After the first one is repeated, I stop and ask the class if they believe that statement (by a show of hands—keep track on board). You may allow students to ask a few questions. We go through each statement and don’t find out which is false until we vote on all three. We keep “score” by tracking how many we got right (majority figured out false statement) on the board. You might do this in groups and give an “award” to the winner (the group that has the most correct guesses about false statements).

**Purpose:** Serves as an ice breaker. Gets students talking, laughing, and participating. Helps encourage engagement in the classroom. Also, shows how you can’t “judge a book by its cover” which can lead to a discussion of stereotyping.

**Appropriate courses:** This assignment could be used for any course as an ice breaker.

## 2010 Annual Meeting Call for Papers: “Worlds at Risk”

All proposed presentations or panels **must be submitted online** through the SSS online submission system at <http://www.meetingsavvy.com/sss> by October 15, 2009.

# The Teaching Corner

## Faculty Spotlight

### *Kennon J. Rice*



Kennon Rice recently received tenure and was promoted to associate professor of sociology at Albright College in Reading, PA., a small liberal arts college with a 3-3 teaching load. He teaches a variety of courses, primarily in the areas of stratification and criminology and shoulders a heavy service load, serving on several demanding committees for the institution. He has made a point of making his recent scholarship meaningful and engaged. In the past year he completed four major community research projects and began a fifth. He partnered with two faculty members at neighboring schools in a D.O.J. funded project and surveyed over 3,500 public school students from grades two through ten on their gang activity and risk for gang involvement and submitted/presented a 100+ page report to the city on the results. As part of the same project, and with assistance of some students, he interviewed over 50 heads of service provider agencies on what gang prevention services that they offered, and their perception of need for specific service support. This project was followed-up by research done in collaboration with the D.C. based *Center for Children's Law and Policy* and funded by a *John D. and Catherine T. MacArthur Foundation* grant. In this later project, he evaluated the quality and accessibility of services to delinquent or potentially delinquent youth in Reading in an attempt to evaluate race/ethnic equity in service provision and decipher reasons for disproportionate minority contacts with law enforcement in the city. This project also had a second component in which a GIS spatial analysis was conducted to assess availability of services to members of various demographic groups within the city and to examine relationships between the locations of youth service and locations of youth crime in the city. Finally, the year was finished off by mounting a new project for the county, examining geographic trends and relationships in property code violations. These five projects maintain a habit of engaged research as in recent years Kennon has been involved with risk assessment for local parks, an assessment of race/ethnicity/gender influences on the hiring and salary practices of the United Methodist Church, and investigating possible presence of arbitrary profiling in the Charlotte-Mecklenburg police department. These activities are all in addition to supervising a host of smaller scale student-driven projects engaging Reading, PA and Albright itself.

# Opportunities

## Call for Applications Robert Wood Johnson Foundation Health and Society Scholars Program

The 2009-2010 Call for Applications for the Robert Wood Johnson Foundation Health and Society Scholars program has been released and is available at the following link: <http://www.rwjf.org/applications/solicited/cfp.jsp?ID=20741>.

The Robert Wood Johnson Foundation Health & Society Scholars program provides two years of support to postdoctoral scholars at all stages of their careers to build the nation's capacity for research and leadership to address the multiple determinants of population health and contribute to policy change. The program is based on the principle that progress in the field of population health depends upon multidisciplinary collaboration and exchange. Its goal is to improve health by training scholars to:

- investigate the connections among biological, genetic, behavioral, environmental, economic and social determinants of health and
- develop, evaluate and disseminate knowledge and interventions that integrate and act on these determinants to improve health.

The program is intended to produce leaders who will change the questions asked, the methods employed to analyze problems, and the range of solutions to reduce population health disparities and improve the health of all Americans.

October 2, 2009, deadline for receipt of applications

Contact:

Gerard P. Lebeda, Deputy Director  
212 419-3566

[mailto: hss@nyam.org](mailto:hss@nyam.org)

# Job Opportunity

**Wheaton College** (IL) invites applications for a tenure track position in the department of sociology and anthropology beginning in spring or fall of 2010. Rank is open and depends on applicant's experience and credentials. Ph.D. preferred (ABD considered). Desirable areas include social change, medical sociology, demography, gender, family, sociology of sexuality, and environmental sociology. Send letter of interest, vitae, and names of references to: Dr. Alvaro Nieves, Search Committee Chair; Department of Sociology and Anthropology; Wheaton College; Wheaton, IL 60187; or by email to [Alvaro.L.Nieves@wheaton.edu](mailto:Alvaro.L.Nieves@wheaton.edu). Application forms will be sent to promising applicants. Review of applicants will begin immediately and continue until the position is filled. Wheaton College is an evangelical Protestant Christian liberal arts college whose faculty members affirm a Statement of Faith and adhere to lifestyle expectations. The College complies with federal and state guidelines of nondiscrimination in employment; women and minorities are encouraged to apply.

**Georgia Southern University's** 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. Georgia Southern University ([www.georgiasouthern.edu](http://www.georgiasouthern.edu)), a member institution of the University System of Georgia and a Carnegie Doctoral/Research University, is one of Georgia's premier universities. A residential university serving 18,000 students in fall 2009, Georgia Southern is recognized for providing all of the benefits of a major university with the feeling of a much smaller college. Founded in 1906, the University offers more than 100 campus-based and online degree programs at the baccalaureate, master's, and doctoral levels through eight colleges. The nearly 700 acre park-like campus is located in Statesboro, a classic Main Street community near historic Savannah and Hilton Head Island.

Within this setting, the Department of Sociology and Anthropology supports a culture of inclusion, involvement, interaction, and individual attention. Students gain a broad understanding of the origins as well as the meaning of physical and cultural diversity in the world -- past, present, and future. As such, our programs offer students the opportunity to understand world affairs and problems within the total context of the human experience. Specifically, the department offers: (1) students of all disciplines the opportunity to deepen and broaden their knowledge of humankind and of themselves; (2) a strong preparation for graduate study in sociology or anthropology; and (3) an academic and practical background for those who wish to apply the anthropological or sociological perspective in a wide range of professional careers, such as social services, applied social research, education, and archeology.

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**Position Description.** Reporting to the department chair, the assistant professor of sociology will be expected to teach introduction to sociology, introduction to social services, and social welfare policy and services. In addition, the successful candidate is expected to be an active member of the department and university community by serving on committees, advising students, and engaging in research. The position is a 9-month appointment, and the salary is competitive and commensurate with qualifications and experience.

**Required Qualifications:**

- Expertise to teach introduction to sociology
- Expertise to teach social services and related courses, such as applied social research and social policy-making
- Doctorate in Social Work, Sociology, or Social Services (or closely related field) by August 1, 2010.

**Preferred Qualifications:**

- MSW degree from an accredited program
- At least 2 years practice experience in social services
- Experience with service learning

Screening of applications begins October 5, 2009, and continues until the position is filled. Position starting date is August 1, 2010. A complete application consists of a letter addressing the qualifications cited above; a curriculum vitae; 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:

Dr. Nancy Malcom, Search Chair, Search #56659  
Department of Sociology and Anthropology  
Georgia Southern University  
P. O. Box 8051  
Statesboro GA 30460-8051  
[nmalcom@georgiasouthern.edu](mailto:nmalcom@georgiasouthern.edu)  
912-478-1473

More information about the institution is available through <http://www.georgiasouthern.edu>, or <http://class.georgiasouthern.edu/socianth>. Georgia Southern University seeks individuals who are committed to excellence in teaching, scholarship, and professional service within the University and beyond. Finalists will be required to submit to a background investigation. Georgia is an Open Records state. Georgia Southern University is an AA/EO institution. Individuals who need reasonable accommodations under the ADA to participate in the search process should contact the Associate Provost.

**THE SOUTHERN SOCIOLOGICAL SOCIETY**

<http://www.southernsociologicalsociety.org/>

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 .....	60.00
Emeritus	
with <i>Social Forces</i> .....	30.00
without <i>Social Forces</i> .....	no cost
Associate (non-voting) .....	58.00
Student .....	25.00

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

Dr. Stephanie Bohon  
 Secretary-Treasurer  
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 University of Tennessee  
 Knoxville TN 37996  
 To pay online go to

<https://www.cart.southernsociologicalsociety.org/>

**THE SOUTHERN SOCIOLOGIST**

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*The Southern Sociologist* (TSS) is the official publication of the Southern Sociological Society. It is typically published electronically four times a year in the months of May, September, January, and March. The purpose of TSS is to report the news, announcements, and information of interest to the profession and to serve as a medium of communication for the SSS membership on issues affecting the profession.

**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 editing 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, 2009**