

The Southern Sociologist

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FROM THE PRESIDENT, ANGELA M. O'RAND

We'll be together in Atlanta in a little over one month! We have a full program with 150 sessions that include a robust mix of plenaries, papers, panels/workshops, and authors-meet-critics. I reported on the plenary sessions in the Winter Newsletter (<http://www.southernsociologicalsociety.org/assets/TSS.v41/winter%202010.pdf>) and announced speakers Evelyn Nakano Glenn (ASA President), Arne Kalleberg (UNC-Chapel Hill) and George Ritzer (Maryland). The scheduled paper sessions span topics related to research, teaching, service, and professionalization. I see exciting sessions on theory, globalization, environmental justice, race, technology, gender, identity, migration, stratification, criminal justice, evaluation...and much, much more. Panels will cover topics in research ethics, teaching, experiential learning, working in different academic contexts, grant writing, alternative careers, and (the dreaded!) assessment. In short, we have a rich program with speakers from throughout the South and outside of the region. I want to thank the Program Committee again for putting it all together in a seemingly effortless way.

Program Committee: Co-Chairs, John Reynolds (Florida State) and Don Reitzes (Georgia State). Committee Members: Rebecca Bach (Duke), Anne Barrett (Florida State), Linda Belgrave (Miami), Charles Brody (UNC-Charlotte), Lee Clarke (Rutgers), Harry Dahms (Tennessee-Knoxville), Tanya Koropecj-Cox (Florida), and Pamela Wilcox (Cincinnati).

I look forward to seeing you all!

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Atlanta: A City of Neighborhoods to Explore

Deirdre Oakley, Georgia State University
Chair, Local Arrangement Committee

If you come to Atlanta for a conference, chances are you'll be staying downtown; and if you are not familiar with the city, you probably won't venture out of that area. This is why a lot of visitors are often unaware of the variety of interesting neighborhoods surrounding downtown. The Little Five Points neighborhood, also known as L5P or Little Five, is about two and a half miles east; Cabbagetown about the same distance to the southeast. Adjacent to Little Five Points is Inman Park, a historic district which emerged as Atlanta's first streetcar suburb in the 19th century. The Old Fourth Ward, which is home to the Martin Luther King, Jr., Historical site, as well as the famous Sweet Auburn Curb Market, is within walking distance of downtown's Georgia State University campus.



Neighborhood Map

Little Five Points



L5P was established in the early 1900s as the commercial district for the adjacent streetcar suburb, Inman Park. When massive suburbanization occurred in the 1950s through the 1970s, L5P went into decline like many other inner-city urban neighborhoods around the country. By the 1980s an independent movement, spearheaded by the newly formed Little Five Points Partnership, had emerged to restore L5P's retail enterprise. It is now the cool, arty-hip neighborhood with an edge, although quite expensive to live in. It is home to WREG FM 89.3, which is a community radio station, as well as a variety of independent businesses. No chains allowed? Well almost. There *is* a

Starbucks but that is about it. Still, L5P has the largest concentration of independent and alternative businesses in the city, including two record stores (yes, you can purchase LPs), several vintage clothing stores, a variety of cool restaurants, an independent record label, and a major music venue. The first time I visited L5P, which was only a few years back, I thought of NYC's Lower Eastside in the late 1980s.

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Cabbagetown



Historically, Cabbagetown was the mill district of the city, built by the workers of the Fulton Bag and Cotton Mill that began operations in 1881. By 1977 when the mill finally closed, Cabbagetown was in ruins. However, an influx of artists and photographers in the 1980s—including Panorama Ray—led to the restoration of the mills building and other nearby storage facilities as artist's lofts. Like L5P today, it is an expensive place to purchase property but a great place to go for a night out. Carroll Street is the main drag and offers a variety of great restaurants, which celebrities from all over the country

frequent while in Atlanta. While Cabbagetown saw the most damage when the tornado hit in March 2008, much of the damaged property has been rebuilt. However the prospect of a revitalized Memorial Avenue (the major avenue of the neighborhood) is now dim with a number of unfinished structures now being auctioned.

Inman Park



Inman Park began as a wealthy predominantly white streetcar suburb of the city in the late 19th century. It became famous for its Victorian Era mansions and then for one of the first MARTA rail lines which followed the original streetcar system. Commercial zoning changes in the 1950s as well as suburbanization led to Inman's Park's decline. But in 1973, the area was rezoned back to residential leading to the restoration of many of the old Victorian mansions which are now Bed and Breakfast residences. So if you don't like hotels, Inman Park is the place for you. In addition, like L5P and Cabbagetown,

there are many eateries and shops, although Inman Park lacks that funky edge.

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Atlanta: A City of Neighborhoods to Explore

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The Old Fourth Ward

The Old Fourth Ward, which includes the Sweet Auburn District, is a historic Black neighborhood along Auburn Boulevard and Edgewood Avenues. It is adjacent to downtown and within walking distance of Georgia State University. It is home to the Martin Luther King Jr. National Historic Site, as well as the Odd Fellows Building and the Sweet Auburn Curb Market. The Curb Market was established in 1918 so urban consumers could purchase produce directly from southern farmers. Because of Jim Crow Laws at the time, whites could shop inside the market, but



Blacks had to purchase their goods out on the curb. Now anyone can shop inside, but the label “Curb Market” stuck and is a reminder of racially-segregated Atlanta.

Many other local businesses remain, including a number of great Soul food restaurants. However the Old Fourth Ward is also a place where rapid gentrification over the last two decades has results in an increasingly white middle class presence in what was once perhaps the most famous Black neighborhood in the city.

Deadline Approaching for Room Reservations

The annual meetings of the Southern Sociological Society will be held at the Hyatt Regency Atlanta. The conference rate is \$169 a night, and you can make reservations on-line by going to https://resweb.passkey.com/Resweb.do?mode=welcome_ei_new&eventID=1487382 or by linking from the Meeting page on the SSS website (<http://southernsociologicalsociety.org/annual.html>). **YOU MUST RESERVE YOUR ROOM BY MARCH 25 TO GET THE SSS RATE.**

Annual Meeting Information

The **FINAL PROGRAM** is available online at <http://www.southernsociologicalsociety.org/annual.html>.

REGISTRATION for the meeting may be completed at <http://southernsociologicalsociety.org/annual.html>. All participants in the conference must be members of the Southern Sociological Society and must register for the meetings. If you cannot remember whether or not you have paid your dues and/or registration, you can check the on-line database at http://southernsociologicalsociety.org/member_search.php.

Information for conference **NAME BADGES** may be submitted at <http://southernsociologicalsociety.org/2010preregistration.html>.

Special Student Rate for Annual Meeting

The annual meetings are an excellent opportunity to socialize future graduate students.

Any SSS member who registers for the annual meetings is welcome to bring one or more undergraduate student(s) to these meetings. The cost for each student is \$20, and these students do not have to be SSS members to attend. The SSS member sponsor must submit a list of all attending students along with their pre-paid registration to the Secretary/Treasurer prior to the meetings. The discounted registration fee for undergraduates applies only to undergraduates who are observing the meetings; any undergraduate presenting a paper must pay the regular student registration cost (\$30) and hold membership in SSS (\$25).

If you have questions, please contact Stephanie Bohon at <mailto:secretary@southernsociologicalsociety.org>.

Annual Meeting Information

Student Reception

This year's Annual Student reception will meet at Max Lagers Microbrewery (<http://maxlagers.com/>) - only a few blocks from the Hyatt on Thursday, April 22, from 6-9. The Committee on the Status of Students, organizer of the event, would like to let students know about the reception. This reception is a particularly good event for students to meet each other, as well as meet the number of former student sociologists who might also stop by.

As this event is not free to the students, the Committee asks SSS colleagues who are able to donate to the Reception Fund. With additional donations, the reception will be even more student friendly. To donate, send a check to SSS indicating that it is for the student reception or make a contribution online at <http://www.cart.couthernsociologicalsociety.org> and click "contributions." Then send an email to Stephanie Bohon (sbohon@utk.edu) indicating that the contribution is for the Student reception.

Send checks to:
Stephanie A. Bohon, PhD
Co-Director, Center for the Study of Social Justice
Secretary-Treasurer, Southern Sociological Society
Associate Professor of Sociology
University of Tennessee
907 McClung Tower
Knoxville TN 37996

For more information, contact

Jeffrey A. Will, Professor of Sociology
Chair, SSS Committee on the Status of Students
Director, Northeast Florida Center for Community Initiatives
University of North Florida
(904) 620-4408
jwill@UNF.EDU

2010 Annual Meeting

April 21-24, 2010 Hyatt Regency Atlanta



Annual Meeting Information

ATTENTION GRADUATE STUDENTS:

Are you attending the Southern Sociological Society meeting in April?



If it's your first time – or if you just find academic meetings daunting or unfriendly – let **SWS – South** lend you a **SOUTHERN HAND!**

Sociologists for Women in Society – South is organizing the Southern Hand Program to provide assistance to new SSS attendees. SWS-South members will act as mentors for those attending the SSS meeting who could use a hand, especially graduate students.

- Talk to your mentor before you leave for advice on which receptions to attend, what to wear to your presentation, navigating the sessions, and how to meet people who share your interests.
- Meet with your mentor after you arrive to ask questions about the program, or get explanations for conference lingo (What's a plenary?) and symbols (Just what *do* those ribbons mean?).
- Or just arrange to meet your mentor for a meal or coffee to see a friendly face during the hustle and bustle of the busy meeting.

Your Southern Hand Program mentor will reach out and help you make the most of your SSS meeting!

To participate in the Southern Hand Program, contact Shannon Davis at sdavis@gmu.edu by April 1.



Annual Meeting Information

A **BOOK EXHIBIT** will be organized and managed by the LIBRARY OF SOCIAL SCIENCE (<http://www.libraryofsocialscience.com/>).

The exhibit will bring together titles covering the full range of Sociology topics. The exhibit will contribute substantially to the intellectual value of the conference by providing a comprehensive collection of the latest and most significant publications.

The Library of Social Science seeks your input to assist in developing an exhibit that will include books on a full range of topics. If you are an AUTHOR and wish to have your book(s) included in the exhibit, please e-mail SSSBookExhibit@libraryofsocialscience.com or fax 413-832-8145, providing the following information:

1. The title(s) of your book(s) and date(s) of publication.
2. The name(s) of the publisher(s).
3. The name, telephone number, and e-mail address of your contact at each publishing company. Please be sure to include your own name, telephone number, and e-mail address with the information you send, so the Library of Social Science can follow up if additional information is required.

If there are other titles that you wish to recommend for inclusion in the display, simply provide the name of the books and their authors.

To obtain additional information on the book exhibit, authors or publishers, call Mei Ha Chan at 718-393-1075 or mailto: LSSBookExhibits@earthlink.net.

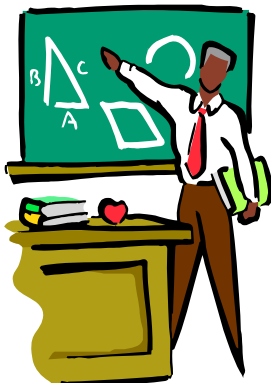
CONGRATULATIONS TO THE NEWLY ELECTED OFFICERS!

President-elect: Beth Rubin, University of North Carolina-Charlotte

Vice President-elect: Toni Calasanti, Virginia Tech

Executive Committee: Jill Kiecolt, Virginia Tech, and Wanda Rushing, University of Memphis

Publications Committee: Patricia Drentea, University of Alabama at Birmingham



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
Chandrouti Persaud, Mississippi Valley State, persaudmvsu@yahoo.com
Daniel Harrison, Lander University, dharrison@lander.edu
Lisa Peloquin, Elon University, artemis@elon.edu
Amie Hess, Meredith College hessamie@meredith.edu
Siti Kusujarti, Warren Wilson College skusujia@warren-wilson.edu

The Committee on Sociology in Community and Small Colleges is excited about the upcoming SSS meetings in Atlanta. The committee has been busy preparing sessions on teaching/working in community and small colleges. In addition, we are hoping those of you who are interested in these types of institutions will join us for a dinner organized by the committee.

Work of the Committee

Sessions

The Committee on Sociology in Community and Small Colleges will be sponsoring several *sessions* at the 2010 meetings:

Thursday, April 22, 12:15 p.m.—1:45 p.m.

Panel Session— Do You Want to Work at a Small or Community College? (Manila)

In this session, we will explore what it means to work in such institutions. Daily life, salary and raises, and teaching versus research expectations will be discussed.

Thursday, April 22, 5:15 p.m.—6:30 p.m.

Panel Session— The Pros and Cons of Working at a Community College (Singapore)

Faculty members who have experience working at community colleges will discuss the pros/cons of this type of position.

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 The Teaching Corner

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Friday, April 23, 12:15 p.m.—1:45 p.m.

Panel Session— Experiential Learning in Community College and Small College Sociology Classes, Session I (Vancouver)

This session will explore experiential teaching techniques such as service learning, travel, participant observation, and open-ended interviews.

Friday, April 23, 3:30 p.m.—5:00 p.m.

Panel Session— Experiential Learning in Community College and Small College Sociology Classes, Session II (Manila)

This session will explore experiential teaching techniques such as service learning, travel, participant observation, and open-ended interviews—additional session.

These sessions are listed in the preliminary program online. Please check the final program for location and times once in Atlanta. We hope you have the chance to attend one of these sessions.

Dinner

In keeping with tradition, we organized a *dinner* out for faculty and students who teach at small and community colleges. The dinner is tentatively scheduled for *Thursday, April 22nd at 6:30 p.m.* We will meet in the lobby of the Hyatt Regency at 6:15p.m. The dinner offers the opportunity for individuals from these types of institutions to network, to discuss issues relevant to teaching, or to simply socialize. Please let me know (Denise Bissler: dbissler@rmc.edu) if you are interested in attending the dinner or look for an email announcement before the meetings. We will do our best to find a restaurant that will be affordable for all of you and will offer a variety of menu selections.

Information Needed for The Teaching Corner

Don't forget. We can always use information from you. The information in this newsletter is supplied by SSS members. We need:

Teaching Exercises

Please submit your *ideas, classroom exercises, 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. Please send your 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 to dbissler@rmc.edu.

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The Teaching Corner

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Faculty or student spotlights

Our faculty or student spotlight is meant to showcase those SSS members from small and community colleges who deserve special recognition. If you know of a faculty member or undergraduate student that deserves recognition for outstanding teaching, research or activism, please send a short commentary and picture to Denise Bissler (dbissler@rmc.edu).

Websites that are helpful for teaching

Lastly, please submit any *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).

Teaching Exercise

*Analytic Memo and Student Led Discussions*¹

Purpose: This assignment is useful in any sociology class but ideal for classes of 30 or less. The purpose of this assignment is to encourage reading, discussion, and critical thinking. The questions lead the students to be critical, weigh evidence, and read for the main points.

Description: Students respond to the questions below in a written assignment (analytic memo). Students do four of these throughout the semester. The entire assignment is worth 20 points or 20% of their grade.

How To: Early in the semester I give a brief explanation of each reading and allow students to rank the readings according to which reading discussion they would like to lead. I then divide students into groups based on their rankings such that there are an equal number of students in each group (group size should be 4-7 students in each group depending on class size). For larger classes, I give more readings as groups should not have more than seven members for effective division of labor.

On student led discussion days, all students read the same article and write a 2-4 page paper (an Analytic Memo) answering the questions below. Three of their papers are pass/fail and they receive full credit if they turn the paper in on time and thoroughly answer the questions. Each of these is worth 3 points (or three percent of their grade) to total 9 points (or 9 percent of their grade). Because these papers are pass/fail, I don't actually have to read carefully their papers (though I usually do because they are interesting) but just check to see that they have answered the questions.

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¹I thank Al Immershein of Florida State University for introducing me to this assignment.

The Teaching Corner

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When writing the Analytic Memo, I require students to copy and paste the questions below into a document and write the paper in a question/answer format. This process aids grading and makes determining if students are answering questions easier.

On the day of student-led discussions, students come to class, with their paper and get into their small assigned groups. Each group has about 10 minutes to come up with one discussion question that they then post on the chalk board with their group number. The leading group also posts a question and monitors the questions being posted to ensure there are not duplicate questions. If two groups come up with the same question (unusual), the second group to post the question must come up with a new question. Everyone in the group has to have something to say about the question their group posts. In classes where there are only four groups, I suggest that the leading group also come up with a discussion question.

While the other students are posting the questions, the leading group decides on a clear division of labor such that each member is contributing. Part of their grade is based on a division of labor where no one is dominating and all are contributing in some way.

After all questions are posted on the board, all students then move their desks into a large circle such that all class members can make eye contact with each other (no squares). The leading group then takes stock of the time left in the class (the above process usually takes about ten minutes) and then divides the remaining time by the number of questions to discuss to ensure we will get to everyone's question. The leading group then goes through each question posted on the board one at a time. They can ask the questions in any order they choose. I ask that they look for a logical ordering as sometimes questions flow better (like going from general to specific or linking common themes).

For example if group 1 is leading, they look at the questions as they are being written down then take a few minutes to decide the order. They then pick a question, read it, and call on each member of the group that posted the question. In larger classes I make name tags for each student so the leading group can call on the student by name. If group 1 is leading and starting with the question group two posted, members read the question and call on everyone in group two to respond. The leading group asks clarification questions of the responders as appropriate. After everyone in the group that posted the question has had an opportunity to answer the question, the leading group then opens the discussion up to the entire class by asking if anyone has anything to say. After everyone who has something to say has responded the leading group then moves on to the next question. The leading group continues until all questions have been exhausted or we need to move on in the interest of time. If some people still have something to say but we need to move on, the leading group is instructed to tell them to write the comment down; and if we have time, we will return to it at the end of class.

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Each group leads the discussion once during the semester. When they lead, I grade their individual paper (60% of the assignment grade) and their ability to lead the discussion (40% of the assignment grade). I also use a rubric to grade the assignment. I make the rubric available before the assignment is due so students know how they will be graded. This procedure reduces anxiety and makes for bet-

ter papers/discussions. It also makes grading a lot quicker.

Students actually like the assignment, often saying it was their favorite part of the class, which is amazing considering students usually say they don't like writing. I see their writing improve over the course of the semester. I also learn a lot about where they are and how they are thinking and then use this information in future classes.

Potential Problems: While the vast majority of students respond well to this assignment, some students are painfully shy. For these students, I explain how important learning how to speak in a public forum is. I also give them tools to overcome their public speaking fears such as for them to write down what they are going to say and read it. I have success with this strategy and have even seen these painfully shy students become more confident in public speaking throughout the course.

Sometimes I have students who do a superficial job of answering the questions. In this case, I do not give any points. This failure has only happened once and the student promptly began being thorough after losing points.

It is difficult to explain the exercise. On the first day of class I give a brief summary, which sometimes scares students. I then tell the students that it sounds complicated but works easily in practice. I also suggest that students who have done this activity before sign up for the first group to decrease anxiety. I then call on students who have done it before to give their feedback. Another problem I have is not commenting on all the papers. I often get caught up in reading the papers and am fascinated (or horrified) by the ideas. For theory classes, I do not include questions about evidence but rather ask them to apply the theory to a person or current event.

Analytic Memo Questions:

1. What is (are) the author's thesis/main argument?
2. What evidence does/do the author(s) present to support their thesis? Where does/do the author(s) get their evidence? Explain with specific examples from the reading.
3. Do you find the author's arguments persuasive (did the evidence fit the argument)? Why or

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The Teaching Corner

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why not?

4. Can you think of any counterarguments that would contradict/weaken the author's main argument? How would you test this view? Explain.
5. How does the reading relate to specific class material? Explain.
6. Did you enjoy the reading? Hate it? Explain. Here is your chance to vent! Tell me why you think this reading is a masterpiece or disaster.
7. Come up with a discussion question for class. Explain why your question is important, and describe how the author(s) address/answer or fail to address your question.

Faculty Spotlight

Tina H. Deshotels is an Assistant Professor of Sociology beginning her fifth year at Jacksonville State University in Jacksonville, Alabama, after spending one year at Whitman College in Washington state. She earned her Ph.D. from Florida State University. Dr. Deshotels' research has focused on deviant behavior specifically that associated with Exotic Dancing.



In the classroom, Dr. Deshotels strategy is to learn the views and ideas of the students and then build an interactional classroom based on these views and ideas. Her current teaching includes Sociological Theory, Theories of Gender, Sexualities, and Crime and Deviance. Dr. Deshotels is currently collecting data on attitudes of athletes on sexual assault.

Dr. Deshotels also is faculty sponsor for WISE (Women's Issues Support and Empowerment), as well as co-founder and board member of the non-profit organization The WISE Peace and Justice Center. These organizations are social change organizations focusing on issues that not only affect women, but the entire community. However, the organization starts with women because women are often the most negatively affected in any given community. WISE primarily focuses on education because a founding principle of the organization is that once people realize the problems women face and these problems have viable solutions, or at least we have a good idea about where to head, pressure for change is increased. One social change project the organization is currently working on is challenging cultural perceptions and attitudes towards sexuality that increase sexual assault.



***Websites for Teaching
about Sociological Issues
Encouraging Class Participation***

Submitted by: Denise L. Bissler
Department of Sociology and Anthropology
Randolph-Macon College

<http://teachingcenter.wustl.edu/increasing-student-participation>

- From: Washington University in St. Louis; The Teaching Center
- Includes tips on getting students to participate from shaping the environment to listening and responding
- Includes links to other relevant websites

<http://www.facultyfocus.com/articles/effective-classroom-management/student-recommendations-for-encouraging-participation/>

- From: Faculty Focus: Focused on Today's Higher Education Professional
- This website includes results from a qualitative survey of accounting students that inquired about motivating students to participate
- Responses clustered in 6 areas of faculty behavior

<http://www.usp.edu/teaching/tips/spal.shtml#participate>

- This website contains some basic strategies for getting students to participate from getting more participation to evaluating students' participation.

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

- This webpage is designed to help one choose a teaching strategy. One section relevant to encouraging participation asks questions in order to assess if in-class discussion is an appropriate strategy for course or daily goals.



2010 Carolina Undergraduate Social Science Symposium April 15-16, 2010

Sponsored by the *South Carolina Sociological Association*
Coastal Carolina University
Myrtle Beach Center

Undergraduate students in all disciplines in the social and behavioral sciences are invited to participate. Reports of social science research and investigation regardless of methodology, including qualitative and quantitative works, theoretical pieces, visual sociology, secondary analysis papers, essays on social science topics, and posters are all appropriate for presentation at the symposium.

Students wishing to participate should submit a proposal (preferably electronically) that includes the author's name, institutional affiliation, paper/poster title (specifying format), and a brief abstract. Abstracts should be approximately 100 words and reflect the general content of the paper including a theoretical orientation and questions and issues the presentation will address. Please also indicate any equipment needed for the presentation. The **deadline** for submission of proposals is April 1, 2010.

Three cash awards will be given to the students with the papers judged to be best. To be included in the student paper competition, a completed paper must be submitted by April 1, 2010. Additionally, an award will be given for the best student poster.

**Papers and posters included in the competition must be single authored. All electronic presentations (PowerPoint, videos, etc.) must be submitted by April 12 and will be pre-loaded for the symposium.*

The Symposium begins Thursday, April 15, with registration and light refreshments (4:00-6:45 p.m.). Nancy Cave, North Coast Director for the South Carolina Coastal Conservation League (SCCCL), will be the 7:00 p.m. keynote speaker and will talk about environmental justice issues in the Coastal South Carolina region. Student presentations will occur throughout the day Friday April 16; lunch will be served.

Proposals and papers should be sent to Professor Susan Webb, Sociology, Coastal Carolina University, PO Box 261954, Conway SC 29528-6054, mail to: sewebb@coastal.edu and phone 843-349-2933.

Opportunities



National Science Foundation
WHERE DISCOVERIES BEGIN



Research Experiences for Undergraduates (REU) Program The University of Alabama at Birmingham

Using the Social Sciences, Natural Sciences, and Mathematics to Study Crime
June 7 – July 23, 2010

Program Highlights:

- This 8-week NSF summer program is designed for undergraduate students across the Southeast who want “hands-on” research experience and for those who are interested in pursuing post-graduate degrees in fields such as Criminal Justice, Forensic Science, Computer Science, Sociology, Public Policy, Biology, and Chemistry (contingent upon final budgetary approval).
- The program is targeted to undergraduate students with at least 60 hours of college credit. A total of 12 students will be selected for the inaugural summer 2010 program.
- Students will have the opportunity to work closely with faculty from UAB’s Department of Justice Sciences and Department of Computer and Information Sciences. The 8 REU faculty members are nationally recognized for their expertise in working with large data sets, data mining and manipulation, quantitative and qualitative data analysis, and DNA analysis.
- Students will conduct research in one of three core areas: 1) Criminal Justice, 2) Forensic Science, or 3) Computer Forensics.
- Students will work with a faculty mentor in their research track for 35-40 hours per week to complete one or more projects during the summer experience. In some cases students will work directly with a local criminal justice agency on their project.
- Each Friday during the 8-week program, students will attend a luncheon that includes special presentations from local criminal justice professionals and time to interact with other REU students and faculty. Students will make a presentation of their research experience during the final Friday luncheon.
- Students will receive tours of several major criminal justice agencies in Alabama.
- Students selected for the program will receive free lodging, food (up to \$30 per day), and travel (up to \$250) to UAB. Students will also receive a stipend of \$450 per week for 8 weeks (\$3,200 total).
- Students will enjoy access to UAB libraries, labs, dining facilities, and the Campus Recreation Center. Several tours of the Birmingham area and special events are also planned.
- Application information is coming soon. Students from underrepresented groups are strongly encouraged to apply.
- Please contact Dr. Kent Kerley, krkerley@uab.edu or 205-934-8548, if you have questions.

Organization & Environment:

THE SOCIAL ORGANIZATION OF DEMOGRAPHIC RESPONSES TO DISASTER: STUDYING POPULATION-ENVIRONMENT INTERACTIONS IN THE CASE OF HURRICANE KATRINA

Elizabeth Fussell and James R. Elliott, Guest Editors

Volume 22, issue 4.

This special issue examines the population movements that occurred in New Orleans and the Gulf Coast region after Hurricane Katrina. It assembles nine articles from scholars who were on the ground in the first year after the hurricane. The introductory essay, by guest editors Elizabeth Fussell and James R. Elliott, introduces a framework for understanding the population movements triggered by this environmental event. Three types of movements are evident subsequent to the initial evacuation: unequal resettlement of the disaster zone, prolonged displacement in other locales, and the arrival of a recovery labor force made up of newcomers to the disaster zone. The articles each exemplify one of these three types of movements.

- Displaced New Orleans Residents in the Aftermath of Hurricane Katrina: Results from a Pilot Survey, Narayan Sastry
- Unequal Return: The Uneven Resettlements of New Orleans' Uptown Neighborhoods, James R. Elliott, Amy Bellone Hite, and Joel A. Devine
- Evacuation and Return of Vietnamese New Orleanians Affected by Hurricane Katrina, Lung Vu, Mark J. VanLandingham, Mai Do, and Carl L. Bankston III
- The Other Side of the Diaspora: Race, Threat, and the Social Psychology of Evacuee Reception in Predominantly White Communities, Jennifer S. Hunt, Brian E. Armenta, April L. Seifert, and Jessica L. Snowden
- The State and Civil Society Response to Disaster: The Challenge of Coordination, Laura Lein, Ronald Angel, Holly Bell, and Julie Beausoleil
- Post-Katrina New Orleans as a New Migrant Destination, Elizabeth Fussell
- Inequalities and Prospects: Ethnicity and Legal Status in the Construction Labor Force after Hurricane Katrina, Patrick Vinck, Phuong N. Pham, Laurel E. Fletcher, and Eric Stover
- Risk Amid Recovery: Occupational Health and Safety of Latino Day Laborers in the Aftermath of the Gulf Coast Hurricanes, Linda Delp, Laura Podolsky, and Tomás Aguilar
- Finding Housing: Discrimination and Exploitation of Latinos in the Post-Katrina Rental Market, Jeannie Haubert Weil



THE ASSOCIATION FOR HUMANIST SOCIOLOGY 2010 ANNUAL MEETING

NOVEMBER 3 – 7
THE LODGE AT SANTA FE
SANTA FE, NEW MEXICO



MEETING AT THE CROSSROADS HOW THEN SHALL WE PROCEED?

We live in a distinct time —war in the midst of the call for peace, economic recession during unprecedented growth of corporate wealth, continued environmental devastation as oil dependency heightens, food insecurity amidst gluttony, and the entrenchment of institutionalized inequality when we seek justice. At this historical juncture, how then shall we proceed? Santa Fe, the oldest capital city in the U.S., provides a unique meeting place to vision the future. Literally, Santa Fe is the crossroads of the Pueblo, the Navajo, the Mexican, the Spaniard and the Anglo people. Santa Fe is also the hub of art in the Southwest: all forms and styles of sculpture, painting, photography and music coalesce here. Please join us to examine this distinct time, to explore these crossroads, and to forge a way forward.

Direct submissions to:

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The Lodge at Santa Fe
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Room Rate: single & double \$105

Please make reservations by October 13, 2010

Demographic Transitions

Richard A. “Pete” Peterson, one of the first professors to research country music from a sociological perspective, died Feb. 4. He was 77.

Peterson, a professor of sociology, emeritus, at Vanderbilt, was founding chairman of the American Sociological Association’s culture section. His wide-ranging research interests included the music industry, popular culture, musical genres, and the aging arts audience. Some of his work focused on the impact of digital technology on popular music and the changing grounds of status distinctions in the United States.



Photo by Vanderbilt University

“With Pete’s passing, Vanderbilt has lost a great scholar and a beloved colleague,” said Carolyn Dever, dean of Vanderbilt’s College of Arts and Science. We still benefit from his fascinating research, but Pete will be greatly missed.”

Professor of Sociology Gary Jensen is a former department chair and colleague of Peterson. “I greatly appreciated the fact that, in addition to Pete’s specialty courses, he was willing to teach Introduction to Sociology nearly every year of my 15 years as his chair. He truly cared about graduate and undergraduate students.”

Peterson, who was born in Moussourie, India, began studying country music long before it became a major musical format on radio. As a young boy, he heard barn-dance programs on his grandfather’s farm in Ohio. Peterson received his bachelor’s degree at Oberlin College before earning his master’s and doctorate at the University of Illinois.

When he arrived at Vanderbilt in 1965, Peterson found that the center of country music production was just a few blocks from campus. He began a scholarly quest to explore the development of country music and the reasons that Nashville was chosen over other cities as the industry’s center.

Peterson developed friendships with many veterans of the music business and attended numerous concerts and recording sessions, observing performers such as Chet Atkins, Waylon Jennings, Hank Snow, and Charley Pride. He also went on the road with the Oak Ridge Boys while they were a gospel group and worked at Fan Fair, a weeklong series of performances and other events dedicated to country music fans.

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PETE PETERSON

(Continued from page 21)

The culmination of Peterson's extensive research into country music and the sociology of culture was his *Creating Country Music: Fabricating Authenticity*, published in 1997 by the University of Chicago Press. At the time, the late Eddy Arnold said that Peterson "appreciates the importance of country music and respects how it achieves that importance."

Peterson co-authored *Age and Arts Participation 1982-1997*, a report finding audiences for all art forms, with the exception of opera, are growing old faster than the general population.

More recently, Peterson co-wrote with Jennifer Lena "Classification as Culture: Types and Trajectories of Music Genres," published in 2008 in the *American Sociological Review*. "Pete loved students – hearing their ideas, watching them mature, influencing their work and welcoming them into his home with his wife, Claire," said Lena, an assistant professor of sociology at Vanderbilt. "I was so lucky to be one of those students whom he mentored."

Lena noted that while Peterson was known in Nashville for his book on country music, sociologists knew him best for his work in the production of culture. "Essentially he claimed that elites' tastes in music were diversifying during the 1980s. This both inspired similar analyses of cultural tastes by sociologists working around the globe and influenced a shift among arts administrators toward more diverse programming. The advent of 'classical pop' concerts owes a debt to Pete and his research."

Peterson served in numerous administrative positions over the years, including chair of his Vanderbilt department and director of Vanderbilt-in-England during the 1980s. He also had been a Mellon Research Fellow at the National Humanities Center in North Carolina.

He served as editor or associate editor of several journals and publications, including *International Journal of Empirical Research on Literature* and the *Media and the Arts*. In addition, he was a former consultant to National Public Radio.

Peterson's hobbies included sailing, music, and photography. He is survived by his wife, Claire Clark, and three children, Michael, David, and Ruth.

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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:

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THE SOUTHERN SOCIOLOGIST

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

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: May 1, 2010