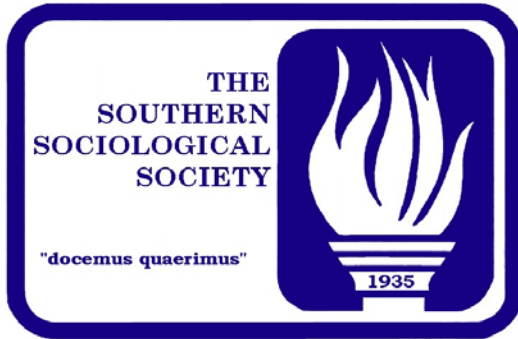


The Southern Sociologist

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From the President: Barbara Risman

The most common question I am asked these days is why am I President of the Southern Sociological Society. My home is in Chicago where I teach at the University of Illinois at Chicago, and I'm living in California during my sabbatical at the Center for Advanced Studies in the Behavioral Sciences at Stanford University. I had to fly across the country to do a site visit at the Ritz Carlton in Atlanta for our 2016 meetings (and by the way, it's a GREAT hotel). The easy, and not entirely satisfying, answer is that I spent two decades on the faculty at North Carolina State University and have many friends and colleagues from those days. That's true, of course. But then, I could have kept in touch with friends and colleagues without staying involved in SSS.

The truth is I love the Society. In my experience, it is a unique professional association. We embody my definition of Gemeinschaft. We are an inclusive, supportive intellectual community. In many other professional settings, I've seen cliques evolve and internal politics take more energy than common goals. But not in SSS. Just the opposite. Our Society has managed to balance the needs of students wanting to give their first presentation with the excitement of attracting scholars from across the nation to debate important social issues. And we do so with an open heart. I've never heard a discussant take an aggressive tone at SSS, rather our norms are to criticize when appropriate, but with civility and the desire to make research better.

(Continued on page 2)

Contents

Atlanta 2016: The City of Atlanta.....	3
SSS 2016 Meeting Information.....	5
Odum Awards for Student Papers.....	7
The Teaching Corner.....	8
Opportunities.....	14
Member News.....	15
Southern Sociological Society.....	16



(Continued from page 1)

Those of us involved in SSS share a commitment to social science, and also to social justice. Our new journal illustrates the spirit of energy and intellectual vitality that pulses through the veins of every meeting. Speaking of the meetings....

I want to provide just a glimpse of what we all have to look forward to. First, as someone whose life-work has been focused on gender equality, I am very pleased to announce that we will have child-care available and gender neutral bathrooms. My second passion, beyond feminism, is pleasure. And I promise to have many opportunities for enjoying each other and building community in Atlanta. Every night we will provide an opportunity for members to enjoy each other's company and meet new friends. On Wednesday, Bill Danaher is helping to organize a jam for SSS member musicians... bring your instrument and play for us Wednesday evening as we get together. On Thursday evening, after the dinner hour, we will be holding a fundraiser for the ASA Minority Fellowship. You are invited—for a donation—to come have desert and drinks in the Presidential Suite. Watch your e-mail for ticket info on this event. And on Friday, after the Awards Ceremony and the Presidential Address, you will be rewarded for sticking around by heavy appetizers and a dance....reviving a tradition from past SSS meetings.

Oh yes, the intellectual event will be the real pleasure—even better than the deserts from local Atlanta bakeries. We will have three mini-conferences: one on Marriage Equality organized by Wendy Manning; one on Re-thinking Marriage: Class, Race and Public Policy organized by Linda Burton, Andrew Cherlin, and Kevin Roy; and a third on Teaching within and Beyond the Academy co-sponsored by Norton Publishers and the Committee on Sociology in Community and Small Colleges and organized by Virginia Rutter and Tom Linneman. Check the program to see who has been invited to talk, and what paper sessions have been identified as part of each mini-conference.

Last but surely not least, I hope you will enjoy the presidential plenaries I have arranged, one kicking off each of the mini-conferences and several others just for fun. One plenary will be about Gender Politics in Marriage with Mignon Moore, Stephanie Coontz, Philip Cohen, and Jennifer Glass. Another will be about contemporary families, featuring Frank Furstenberg, ASA President Ruth Milkman, and Angela James. Several other invited sessions focus on the very important and current issues raised by the Black Lives Matter movement. Patricia Warren, one of the co-chairs, has organized these sessions, and they address important questions about police brutality, and other justice and inequality outcomes that are disproportionately affecting the lives of people of color. Speakers lined up so far include Glenn Loury and Donald Tomaskovic-Devey.

Atlanta 2016: The City of Atlanta

Marni Brown
2016 Local Arrangements Chair

Atlanta, the bustling capital of Georgia, is often the city visitors first think of when considering a trip to the Peach State. Since its founding in 1836, almost 100 years after Savannah (Georgia's oldest city), Atlanta has grown to be the largest city in the state and one of the most significant cities in the country. This growth has not always been smooth. Remnants of hard won change and progression saturate the city's history, as it has been shaped by racial tensions, classism, and the dynamics of power.

The Atlanta region was originally Native American territory largely populated by Creeks and Cherokees. As part of the systematic removal of the indigenous population from northern Georgia that occurred between 1802 and 1825, the Creeks ceded the area that is now Metro Atlanta to the United States in 1821. The growth of railroads in the Atlanta area helped to attract additional settlers to the region furthering tensions with the Natives of the state. The Indian Removal Act of 1830 was supposed to help reduce these tensions. It led to forceful relocation of Natives, (i.e., the Trail of Tears), but this journey took many innocent lives and left a scar on the history of Atlanta.

The continued expansion of the rail lines helped transform Atlanta into a distribution hub, making it the focus of the Union campaign during the Civil War. After Sherman and his Union troops burned the city in 1864, it needed substantial reconstruction; yet, population growth continued to soar after the war.



Ruins of depot,
blown up on Sherman's departure

During the period after the War (1865-1885), several of the first black colleges and universities in the country opened their doors in Atlanta: Atlanta University in 1865, Moorehouse College in 1867 (moved to Atlanta in 1879), Clark University in 1869, Spellman College in 1881, Morris Brown College in 1881,



and Gammon Theological Seminary in 1883 (later to affiliate with the Interdenominational Theological Center). In spite of educational opportunities provided by these institutions, Jim Crow restricted the opportunities for blacks in Atlanta, as they did throughout much of the South. Still, Atlanta played a major role in the Civil Rights Movement including serving as the home of Ebenezer Baptist Church, a church where the Rev. Dr. Martin Luther King, Jr. served as pastor.

(Continued on page 4)

Atlanta 2016



(Continued from page 3)

Atlanta remains a city of both progress and oppression, inclusivity and tradition. It is one of the fastest growing city in the Southeast, housing one of the largest convention centers (Georgia World Congress Center) in the United States and one of the biggest airports in the world (Hartsfield-Jackson At-

lanta International Airport). The city continues to meet growing transportation needs through expansion of MARTA, a rapid-transit system, and the Atlanta Belt Line, a transportation and economic development effort to provide a network of public parks, multi-use trails, and transit throughout Atlanta.



The Local Arrangements Committee will offer information on ways to to tour the Atlanta Beltline (<http://beltline.org/>), as well the Center for Civil and Human Rights in downtown Atlanta (<https://www.civilandhumanrights.org/>). In addition,

the committee will have detailed information on various neighborhoods, from west to east, that highlight the shifts that have occurred in urbanization and gentrification as well as exemplify the diverse food, culture, art, and music found throughout Atlanta.



Please join us for a weekend of sociological learning, Atlanta history, food and celebration! On Friday night after President Barbara Risman’s address, we will be celebrating our love for sociology and the Southern Sociological Association. We will have bluegrass, feminist-friendly music from a local Georgia band. We will also have Georgia-brewed beer on tap and delicious appetizers. Please come celebrate all your hard work and dedication to the field with fellow colleagues and friends!



2016 Annual Meeting
April 13-16, 2016
The Ritz Carlton Buckhead
Atlanta, Georgia

SSS16 Meeting Information

Conference Registration, Booking Your Hotel Room, and Membership Dues

You will not want to miss the upcoming annual meeting April 13-16, 2016, at the Ritz-Carlton Buckhead (Atlanta, Georgia) where President Barbara Risman and her Program Committee has put together a full-to-bursting program of exciting Plenaries, Authors-Meets-Critics, Mini-Conferences, Workshops, and over 200 sessions covering the spectrum of sociological inquiry.

Registration and hotel reservations. Pre-register for the conference and book your room at the Ritz Carlton NOW! You will want to take advantage of the reduced registration and hotel costs by registering early and by booking within the SSS hotel block. The closing date for pre-registration is March 1, 2016, and the closing date for booking within the SSS block and guaranteeing the conference rate is March 23, 2016, although we expect the rooms to fill *much* sooner—perhaps within the next month. Go to <http://www.southernsociologicalsociety.org/annual.html> to register.

To book your hotel room go to <http://www.ritzcarlton.com/en/Properties/Buckhead/Default.htm> and enter “SSSSSSA” to receive the conference rate. Members can also call 800-826-0708 and reference “2016 SSS Annual Meeting” to receive the conference rate.

Membership dues. At least one author on each paper must be a member of SSS. Please pay your dues now, so you can enjoy the full membership benefits of the Society all year and save money by paying before the meeting. The cut-off date for Pre-Registration rates is March 1, 2016. Those who wait until after this date will have to register and pay dues On-Site where the fees are higher. Go to <http://join.southernsociologicalsociety.org/> to pay your 2015-16 membership dues.

Advertising and/or Exhibiting

Individuals, Departments, Publishers, and other entities can advertise and/or exhibit at the upcoming annual meeting of the Southern Sociological Society.

There are a couple of options this year.

Advertising in 2016 Program and Mobile App

Advertisements of programs, member books, and other opportunities can be purchased for inclusion in our annual meeting program (we will largely be using an app for the meetings this year, but will also have a physical program). The *deadline for ads is January 5th*. You can either purchase a quarter page (4.25" x 5.5") for \$75, a half page (8.5" x 5.5") for \$100 or a full page (8.5" x 11") for \$150. Doing so will also slot this ad (depending on graphic quality) for

(Continued on page 6)

SSS16 Meeting Information

(Continued from page 5)

rotation on our app. *Departmental Members will get a free half page ad in the SSS 2016 Program and App.*

Ads may be sent to David Brunσμα at brunsmad@vt.edu in .pdf or .jpg (black & white only). When you do so, please send a check made payable to the Southern Sociological Society and mailed to:

Southern Sociological Society
560 McBryde Hall - MC 0137
225 Stanger Street
Blacksburg, VA 24061

Tabling/Exhibiting at SSS 2016

Individuals, Programs, and Departments may also wish to table/exhibit at SSS 2016. Tables are \$500.

We will also have a combined book exhibit again this year. If your publisher wishes to send materials to be placed within the combined exhibit, the publisher can contact the Executive Office and send up to 5-6 books/flyers/catalogues along with \$200 for inclusion.

If you are interested, please contact David Brunσμα at brunsmad@vt.edu for advertising and/or table costs and any other information you may need. He is happy to work with you to ensure visibility for your books, programs, departments, and other engagements with our membership.

A Message from the 2016 Program Chairs

Patricia Warren and Adia HarveyWingfield

We are excited to announce that the [preliminary program is now available on the SSS website!](#) We have received an abundance of excellent submissions this year, which guarantees that we are going to have a wonderful 2016 conference. Given the record number of submissions and the fixed amount of space available to us, some of the sessions are slightly later than in prior years. Nevertheless, it is our hope that all sessions will be attended with excitement and intellectual energy.

At this time, we are asking participants to please *look very closely at the program* and notify us (program@southernsociologicalsociety.org) of any errors you see (grammatical/mechanical errors, missing or incorrect affiliations, etc.) *by 11:59 p.m. EST on Monday, January 18*. Corrections received after this date will not be included in the final program. Please keep in mind that, in accordance with the SSS policy, we cannot honor special requests for dates or times of presentations/workshops/meetings. We thank you in advance for your understanding.

Odum Awards for Undergraduate and Graduate Papers

Are you working with a student who has written an outstanding paper? Consider nominating the student for the Odum Award, which carries a cash prize of \$100 and up to an additional \$200 toward expenses of attendance at the SSS meeting. The Odum Award recognizes outstanding research papers by undergraduates and graduates in the southern region or by students outside the region with work mentored by current SSS members. One award may be given each year for the best undergraduate paper and best graduate paper submitted on any sociological topic.

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

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

Nominating Procedure for Undergraduate Papers:

- The undergraduate papers should be submitted by a member of the SSS who attests that the author meets the conditions of eligibility.

Nominating Procedure for Graduate Papers:

- Graduate students may submit their own papers. Submission should come with the endorsement of a member of the graduate institution's faculty who is a member of the SSS and who attests that the author is a student in good standing.

Deadline: Email the nominated paper by January 15.

Please email materials to Hugh Floyd (hhfloyd@samford.edu).

Snail mail can be sent to:

H. Hugh Floyd, Department of Sociology,
Samford University, 800 Lakeshore Drive,
Birmingham, AL 35229.



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Susan Ambler, Maryville College

Kris De Welde, Florida Gulf Coast University

Jason Eastman, Coastal Carolina University

DeAnna Gore, University of South Carolina Aiken

Jake Milne, Longwood University

Happy Holidays! With the rush at the end of the fall semester, I hope that all are finding time to relax a bit before the beginning of the New Year. We (the Committee on Sociology in Community and Small Colleges) are excited about the upcoming 2016 Atlanta Conference. Our committee has planned several fantastic sessions. One session addresses the conference theme (The Politics of Marriage: From Intimacy to Public Policy) while several other sessions are in the mini conference on teaching multiple publics. In addition, we will be organizing a CSCSC lunch in Atlanta that we hope you can attend. Keep an eye out for more information.

We are excited that our efforts to increase involvement from colleagues at small colleges in the area surrounding Atlanta worked and are pleased to have representatives from Atlanta area institutions participating in a few of our sessions as panelists. We are saddened that our attempt to offer a remote session for those who are unable to make the trip to Atlanta did not work out. However, we are hopeful that next year will bring about another chance for submissions to make it a success.

List of CSCSC sponsored or co-sponsored sessions at Atlanta 2016:

1. Partners in Academia (Sponsored by the Committee on Sociology in Community and Small Colleges)

(Continued on page 9)

The Teaching Corner

(Continued from page 8)

2. Undergraduate Mentoring: Formal and Informal Mentoring of Sociology Students (Co-sponsored by SWS-South and the Committee on Sociology in Community and Small Colleges)
3. Teaching Issues of Social Justice (Co-sponsored by SWS-South and the Committee on Sociology in Community and Small Colleges)
4. Using Trails as a Teaching Resource (Sponsored by the Committee on Sociology in Community and Small Colleges)
5. Teaching to Diverse Student Population (Sponsored by the Committee on Sociology in Community and Small Colleges)
6. Using Games to Teach Sociology (Sponsored by the Committee on Sociology in Community and Small Colleges)
7. Research and Teaching about Relationship Trauma: a “Write Where it Hurts Panel” (Sponsored by the Committee on Sociology in Community and Small Colleges)
8. So You Want to Teach: What to Expect at a Teaching Focused Institutions (Sponsored by the Committee on Sociology in Community and Small Colleges)
9. What I Wish I Knew...Successful Faculty Share Advice for Aspiring and Early Career Faculty (Sponsored by the Committee on Sociology in Community and Small Colleges)

Kimberly Lancaster
 Coastal Carolina Community College
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Teaching Note

Bustin' Rhymes Ain't Easy: Promoting Freirean Dialogue through Creative Expression Bill Taylor

In my introductory sociology courses I ask students to explore connections between sociological concepts and personal experience through creative expression. The activities are rooted in Freirean notions of education as dialogic investigation that situates students as co-investigators who simultaneously reflect on themselves and the world. For example, during our section on education, I ask students to reflect on Paulo Freire's own ideas and connect them to lived experiences. I begin class with this prompt:

- Reflect on Paulo Freire's *Pedagogy of the Oppressed* and spend a few minutes composing a rap or other lyrical expression (e.g., spoken word, free verse, limerick, folk lyrics) that communicates a meaningful connection between Freire's concepts and your own experience of education.

I invite students to share their lyrics. Then I pose questions about how the content relates to the concepts from the reading. The activity is meant to be provocative, stimulate thought, rec-

(Continued on page 10)

The Teaching Corner

(Continued from page 9)

ognize and reward diverse communicative skill sets, help me assess student comprehension and cognition, and amplify student voices in ways that recognize the experiences, perspectives, and talent they bring to the classroom. Given the opportunity and freedom, students often produce remarkably poignant, insightful critiques.

Uniting theory and practice

The rapping activity is rooted in the epistemological recognition that process of knowing consists in acts of cognition and is a fundamentally social practice. This activity invites dialogue as students cooperate in perceiving education from diverse dimensions. Freire offers an eloquently damning denunciation of the practice of narrating subjects (teachers) depositing detached and disconnected words into seemingly empty objects (students). Projecting ignorance and emptiness upon students annuls their creative powers and critical imagination. For Freire, liberating education consists of acts of cognition, not mere transfers of information. And, dialogical practices provide cracks in otherwise vertically structured patterns of student-teacher interactions. Insofar as rapping about education offers students an opportunity for critical intervention in reality, the activity is a step toward what Freire calls the *constant unveiling of reality*.

Composing and sharing rap lyrics boosts student discussion, but the practice is not a tactic for amplifying classroom chatter. Treating Freirean practice as mere method defangs its radical political (thus, theoretical) character. Therefore, activities encouraging expression of personal experience must include critical, sociological theorizing about the problematics of power, agency, and history. Overindulging in personal narrative risks fetishizing identity as unassailable and discrete rather than interrelated, constitutive and reflective of power relations—in this way such discussions may actually mask the very problematics we are attempting to decipher. Obviously, social position and experience must be linked to social structure: politics, economy, culture, and history matter. For these reasons, the rap activity purposefully challenges students to conceive of their own classroom experiences within the context of Freirean theory.

Generating Lyrics

Amid the barrage of technical writing assignments and ubiquitous bubble testing, student knowledge and talent for communicating orally, lyrically, or artistically often goes unrecognized. An activity like rapping provides a degree of freedom from the pressure to speak a language in which the teacher, not students, enjoys fluency. Of course, the language of hip-hop, poetry, and other lyrical expression may also be foreign to many students. Nevertheless, the activity offers a way for students to communicate absent the constraints of formal academic writing. As such, the cognitive act of composing lyrics may serve several constructive purposes. It is like a brainstorming activity: a way to get something, anything, on paper to conquer the intimidating stare of blank white page. Likewise, it helps students explore their own ideas and articulate that which they already know. And, it helps promote dialogue.

(Continued on page 11)

The Teaching Corner

(Continued from page 10)

I do not ask students to conjure up rap lyrics cold and on the spot without preparation or some familiarity with lyrical expression as a way to communicate about social realities. Preceding lessons on crime and racial inequality incorporate artists like Lupe Fiasco, Tupac, Public Enemy, and N.W.A, who speak about social problems through hip-hop.

Discussions call into question the ideas about legitimate knowledge and legitimate forms of communication.

Not surprisingly, given the chance, students produce insightful critiques of the education system. Here are just a few snippets, all from my most recent semester. Students scratched out these lyrics on scrap paper in just a few short minutes. The results are remarkable. This student paints a clear and powerful image of the banking model of education:

*As I sat in the cold metal chair
I wrote verbatim what my teacher was saying.
This is the answer. This is right.
Nor room for any more insight.*

Another student, in just a few lines, offers a compelling, forceful, and defiant narrative that situates negative personal experiences within the context of wide-ranging systemic educational problems:

*It's funny how people will say you'll never make it.
Smiling in guidance counselor's face trying to fake it.
Telling you that your dreams will never come true.
And the only person they blame is you.
Not all the times you were passed along in class.
Not all the times teachers got mad and sat on their ass.
Not all the times you asked for help, and help would never come.
Not all the times the administration treated you like scum.
Maybe it was the guns
Unproductive testing
The pepper spray
The death threats*

But no it was all me. Hearing Diane say you'll never get a degree.

Her lyrics provide entrée to discussions about labeling theory, individual versus structural blame, violence in schools, and the negative effects of No Child Left Behind policies that promote standardized testing regimes that encourage passing along students.

Another student offers brilliant insight into the practical entanglements of navigating an education system defined by systemic contradiction. She describes the system as both a source of oppression and path for liberation. Her lyrics probe the limits and boundaries of the central sociological tension between structure and agency:

(Continued on page 12)

The Teaching Corner

(Continued from page 11)

*I'm told that the truth has no room for suggestions
But just like those in power feel they have control
on what we know
The people have the power to control where their
minds flow
We'll be robots and accept what we're given
Cause we as people know it's we still have to make
a livin'*

*Once we get the knowledge from them to raise our intelligence
People can surpass them with their own mind added
And make a tool of the system that kept us dumbfounded from the world/knowledge out-
side the fence*

Even though she is a stranger to academic debates about hegemonic ideologies, the student roundly rejects Marxian conceptions of false consciousness and has firmly staked a position asserting that the poor understand their position quite well, are not merely dupes of power, and constantly rebel in subtle ways even when, from the outside, they appear obedient.

Freire's special contribution in *Pedagogy of the Oppressed* is not so much that he exposes us to new ideas, but rather he offers a language to speak that which we already know. By reflecting critically on themselves and the world, students increase both the scope and acuity of their perceptions. Therefore, asking students to rap about educational experience involves reflection that draws out and deepens those critical intuitions they bring with them to class. I always ask the class if they learned anything new reading Freire. Generally, the response is the same and many are surprised at their own answer: no. Students *already* understand the fundamental insight that education can be oppressive. Even so, the experience of encountering a formal, organized, theoretical articulation of those ideas is eureka moment. This realization seems to be evidence of the social character of knowledge. Authentic learning, concerned with reality, is not solitary navel-gazing, but becomes real and meaningful only when communicated. In this sense, rapping about education problems involves processes of unveiling the imagined void of student consciousness through dialogic practice, and in the process, participating in the continuous illumination of reality.

More Creative Exercises

The rapping activity is just one example of how I encourage students to express knowledge in ways that are personal, non-traditional, and creative. In the same vein, I also ask students to communicate through stories and images. For example, to promote dialogue, I may ask students to use the power of story to illustrate connections between lived experiences and sociological concepts. On a quiz, I may ask students to demonstrate their understanding of readings through pictures or symbols. Or I may ask students to perform a task that requires using words and images to express ideas. Here are three illustrative examples,

- Write a story that identifies a social norm and tells about a time you violated that norm.

(Continued on page 13)

The Teaching Corner

(Continued from page 12)

- Compose a picture (without words) that draws on your understanding of the chapter to communicate something meaningful about the global distribution of wealth.
- Illustrate an editorial or political cartoon that comments on how the hidden curriculum in education reinforces social inequalities.

In addition to being fun and provocative exercises that promote discussion, these activities can actually be used as assessment tools that provide insight into student comprehension and cognition. Assessing rap lyrics or political cartoons involves more subjectivity than assessing a multiple choice question, but it also provides deeper insight. Plus, they are more fun to grade.

Author Spotlight

Bill Taylor is a Ph.D. Candidate at The University of Tennessee. His current academic interests include political economic issues related to inequality and education. He is also interested in the sociology of religion, missions and volunteerism in Latin America, immigration, ethnography, and environmental problems in his native Appalachia. In addition to research, he enjoys family, teaching, and whitewater.

2015 Carolina Undergraduate Social Science Symposium

The 2016 Carolina Undergraduate Social Science Symposium will be held at Presbyterian College. The Symposium provides undergraduate students with the opportunity to present their research at a professional meeting. Presentations in any area of Social Science are welcome. The conference will kick off with an exciting keynote address at 7 p.m., Thursday, April 21. Students whose papers are accepted will give a 10-12 minute presentation of their research on Friday, April 22.

All presenters will receive *Certificates of Participation*. The two best papers and two best posters will receive a *Certificate for Excellence in Undergraduate Research* and a cash prize.

Interested students should email Dr. Carla Alphonso (calphons@presby.edu) the following items with the term "CUSSS" in the subject line:

1. Abstract (approximate 200 words) that reflects the general content of the paper or poster, author's name, and institutional affiliation by **Thursday, March 31, 2016**.
2. Specify the presentation format: paper session or poster session.
3. Specify the equipment that is desired for the presentation.
4. To participate in the paper competition, completed papers must be submitted electronically by **Friday, April 8, 2016**, to Dr. Carla Alphonso (calphons@presby.edu).
5. A registration fee of \$15.00 which includes lunch will be required for all participants (including accompanying professors).

Opportunities

CALL FOR PAPERS

The Society for the Study of Social Problems

The Society for the Study of Social Problems (SSSP) invites submissions for the 66th Annual Meeting in Seattle, Washington, August 19-21, 2016. The program theme selected by President David A. Smith is “Globalizing Social Problems.” The submission deadline is January 31, 2016. SSSP is an interdisciplinary community of scholars, practitioners, advocates, and students interested in the application of critical, scientific, and humanistic perspectives to the study of vital social problems. If you are involved in scholarship or action in pursuit of a just society nationally or internationally, you belong in the SSSP. You will meet others engaged in research to find the causes and consequences of social problems, as well as others seeking to apply existing scholarship to the formulation of social policies. Contact: sssp@utk.edu. For more information, visit <http://www.sssp1.org/index.cfm/m/655/>.

FUNDING

The Society for the Study of Social Problems (SSSP) is soliciting applications for the 2016 Racial/Ethnic Minority Graduate Scholarship. Persons identified as Black/African American, Hispanic/Latino, Asian/Asian-American, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native and accepted into an accredited doctoral program in any one of the social and/or behavioral sciences are invited to apply for the \$15,000 Racial/Ethnic Minority Graduate Scholarship. Two students will be funded. Applications are due by and must be received no later than February 1, 2016. Applicants will be notified of the results by July 15, 2016. All applicants must be a current member and a citizen or permanent resident of the United States when applying. Contact: Dr. Shirley A. Jackson, Chair, Racial/Ethnic Minority Graduate Scholarship Committee at jacksons1@southernct.edu. For more information, visit http://www.sssp1.org/index.cfm/m/261/Racial/Ethnic_Minority_Graduate_Scholarship/.

COMPETITIONS

The Society for the Study of Social Problems (SSSP) is pleased to announce the 2016 Student Paper Competitions and Outstanding Scholarship Awards. In order to be considered for any of the Student Paper Competitions, applicants are required to submit their papers through the Annual Meeting Call for Papers, <http://www.sssp1.org/index.cfm/m/655/>. This process will ensure that winning papers are both designated and included in the program. Please note that students may only submit to one division and that each division has its own deadline and submission process. Contact: sssp@utk.edu. For more information, visit http://www.sssp1.org/file/2016AM/2016_STUDENT_PAPER_COMPETITIONS.pdf.

Member News

Isaac Named Chair

Larry W. Isaac, Gertrude Conaway Vanderbilt Professor of Sociology, has been appointed chair of the sociology department at Vanderbilt University.



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



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 online access to *The Southern Sociologist* and coming soon will have access to *Social Currents: The Official Journal of the Southern Sociological Society*. 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 Executive Officer. 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 and annual dues are:

Sustaining.....	120.00
Regular	60.00
Emeritus.....	no cost
Student	25.00
Department.....	varied depending upon institution type

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

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

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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: February 15, 2016