

Volume 36 Number 2

Fall 2004

## From the President, Michael Hughes Charlotte, Here We Come!

Planning for our next annual meeting is well underway. The Southern Sociological Society will meet **April 13-16** at the Hilton Charlotte Towers Hotel in Charlotte, NC. As I noted in my message in the latest issue of *TSS*, I have chosen the theme of **Culture and the Quality of Life** for the meeting. I want you to think expansively about this theme as you plan your contribution to the meeting. Culture is fundamental to how the people create and improve quality of life. I realize that many of us see social structure as fundamental to life quality, and in picking this theme I had no intention to leave the struc-

turalists out. We can see cultural elements that are important to life quality as emerging out of social structure. In addition, culture influences how structures are created and changed to promote well-being. In any case, understanding how structure matters in people's lives requires an understanding of culture. I think than any of you who do research that has implications for life quality and the improvement of the human condition can find a way to fit your recent studies into the theme this year. And if it does not, remember, we are an open, accepting, and

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### From the Editor:

This issue includes the Call for Participation for the forthcoming 2005 Annual Meeting and describes the new, online submission procedure. It also includes information about Charlotte, the host city for the 2005 meeting. Please send your information and suggestions for *TSS* electronically (preferably in Word) mailto: [rhfreym@presby.edu](mailto:rhfreym@presby.edu).

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## President Hughes' Column

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curious organization, and your submission will be more than welcome!

A preliminary **Call for Papers** issued by Program Chair, Don Shoemaker, is included in this issue, beginning on [page 3](#). Note that this year we have a new online submission system. We have been working at Virginia Tech since mid-July to develop this new system. As of **October 15, 2004**, you will be able submit the title and abstract for your submission, along with the names and affiliations of all authors. Deadline for submitting is **December 15, 2004**. Once all submissions are in, Don, with input from the Program Committee, will use the software to organize the submissions into sessions and then to create the program for the meeting.



Check out the article on [page 9](#) by Local **Arrangements Chair, Charlie Brody**. I really appreciate all the hard work that Charlie and his committee are doing to help make the meeting a success. Charlotte is a great city with excellent restaurants and numerous cultural opportunities. I am very excited about having the meeting there.

Most of the main positions in the SSS have been filled. One position that I have not been able to find someone to fill is **Exhibits Coordinator**. For a number of years, Greg Dunaway has been doing this, but he needs to turn it over to a new person. The Exhibits Coordinator does an essential task for the Society by coordinating among exhibitors (e.g. publishers, organizations, etc.) who have set up booths at the meeting, the hotel, and the Society. Interested parties should contact me ([mdh@vt.edu](mailto:mdh@vt.edu)). You also may wish to contact Greg ([dunaway@soc.msstate.edu](mailto:dunaway@soc.msstate.edu)) for information on exactly what the position requires. This would be a great way to serve your colleagues and the Society.

Information is provided in this issue of the TSS on the various **honors** given out by the society. Please think about nominating people for awards or facilitating the submission of material for awards. In particular, if you are aware of any excellent student papers, please make sure they are submitted for the **Odum Award**. This is great way for a student to receive recognition for excellent work and get a line on that emerging c.v. Deadline for submission of papers for the Odum Award is **December 15, 2004**.

See you in Charlotte!

Best wishes,

Mike Hughes

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# Call for Participation: 68th Annual SSS Meeting

Donald J. Shoemaker, 2005 Program Chair

Now is the time to be thinking about your participation in the 2005 annual meeting of the Southern Sociological Society in Charlotte, NC. This year submission will be through an entirely new online submission process. When the system opens in mid-October, you will be able to submit through the SSS website.

President Michael Hughes has chosen *Culture and the Quality of Life* as the theme for the 2005 meetings. Members of the 2005 Program Committee are already planning theme-related sessions and other sessions. We are looking forward to your submissions of papers, posters, and roundtables; and we especially encourage your submissions of papers and panels related to this year's theme of *Culture and the Quality of Life*.

In keeping with the society's tradition of creating opportunities for intellectual exchange and engagement at the annual meetings, we are promoting interactive forms of participation – including poster sessions, roundtables, workshops, and author-meets-critic sections. Please consider discussing some of your more formative, generative, and/or provocative work in what promise to be lively roundtable sessions. For work that lends itself to visual presentation, please consider presenting a poster. We will spotlight this year's posters by hosting a social hour in a spacious and comfortable venue that will stimulate interest and promote intellectual exchange.

We also need volunteers to serve as **presiders**. If you wish to volunteer as a presider, please send email to [shoemake@vt.edu](mailto:shoemake@vt.edu). A link to this email address is also provided on the first page of the submission website. The job of the presider is to provide order and structure in the session and to actively lead the audience in a discussion.

The online submission system will open **October 15, 2004**. The deadline for submitting paper titles and abstracts is **December 15, 2005**. **This is a firm deadline**. Please feel free to contact me with your ideas for sessions or questions about the program, at [shoemake@vt.edu](mailto:shoemake@vt.edu).

**The deadline for submitting paper titles and abstracts is December 15, 2005.**

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## **2005 SSS Program Submission Instructions**

The 2005 Annual Meetings of the Southern Sociological Society will be held in Charlotte, North Carolina, on **April 13-16** at the Hilton Charlotte and Towers Hotel. The theme for the meeting will be "Culture and the Quality of Life." All papers/sessions must be submitted online via the link on the SSS website (<http://www.msstate.edu/org/sss/>).

All reasonable submissions will be accepted. Please note that the pre-registration process implemented by the Executive Committee remains in effect. **For each submission at least one coauthor must be an SSS member in good standing for the 2004-2005 membership year. At least one coauthor must register for the 2005 annual meeting by February 15, 2005, or the presentation will be removed from the final program.**

This year the entire conference registration and submission process will be online. Beginning **October 15, 2004**, you will be able to access the submission system through the Southern Sociological Society web page (<http://www.msstate.edu/org/sss/>). All submission instructions and additional details will also be available via a link on the SSS website. If you do not have access to the Internet, send full submission information, an abstract, and a \$10 check made out to the Southern Sociological Society to:

Donald J. Shoemaker, 2005 Program Chair  
Department of Sociology  
665 McBryde Hall,  
Virginia Tech  
Blacksburg, VA 24061-0137

**Individual Submissions.** We will construct as much of the program as possible around individual submissions. Individuals may indicate their preference to be included in a paper session, a roundtable format, or a poster exhibit. Guidelines for poster presentations will be provided to the exhibitors, and the SSS will provide poster stands at the Hilton Charlotte and Towers Hotel. A jury of Program Committee members will select the outstanding poster displays for awards. In order to maximize member participation, the program committee may assign submissions to alternate formats (e.g., paper to poster or roundtable) unless otherwise specified in writing to the Program Chair at [shoemake@vt.edu](mailto:shoemake@vt.edu).

Submission of paper presentations, roundtable presentations, and posters must include the following: a title, names and affiliations of all authors, contact information for the corre-

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indicated above for Program Chair, Donald J. Shoemaker). This information must be submitted by the submission deadline, December 15, 2004, and must include: 1) the title of the session and information on co-sponsors (if any), 2) the name, institutional affiliation, and contact information for the organizer, 3) the name, institutional affiliation, and contact information for the presider (if different from the organizer), 4) the title of each paper, 5) the name(s) and institutional affiliation(s) of the author(s) of each paper, and 6) the name and institutional affiliation of discussant(s) (if any). A reasonable number of papers for a session is four. Three may be too few, and five may be too many. However, the ideal number will depend on the nature and organization of the session.

**Presider Volunteers.** We depend on SSS members to volunteer as presidors for sessions at the annual meeting. The job of the presider is to announce the papers at the session, to keep time for the presentations, and to facilitate discussions among panel members and the audience. If we do not have enough volunteer presidors, we will select them from the presenters. If you are willing to act as a presider, please volunteer by sending email to the Program Chair at: [shoemake@vt.edu](mailto:shoemake@vt.edu).

### **Rules, Guidelines, and Prerequisites for Participation**

Among the society's rich traditions is a norm of inclusiveness. The 2005 Program Committee encourages broad participation. To guarantee fair access to all who seek to participate on this program, we must observe a few rules. Participants who are presenting in regular paper sessions should send the completed paper to the presider and other participants in their session at least a month before the meeting to facilitate discussion. Participants in roundtables and poster presentations need not send an advance copy of their papers.

**All attendees must be members of SSS and must register for the meeting.** We encourage you to think about the meetings as an undergraduate teaching experience. If you would like your undergraduates to attend the meetings, but not as full-fledged program participants, have them pre-register through you at least four weeks in advance of the meeting. Undergraduate registration is only \$15 when it is paid in advance and the faculty sponsor picks up all meeting packets (program, etc.) for the group at the meeting registration desk. Faculty sponsors must be a current SSS member who has pre-registered for the meeting.

It is also essential that all participants determine their audiovisual needs well in advance. Overhead projectors, digital projectors (with cables to connect to your laptop), and screens will be provided in all meeting rooms. Any other equipment, including laptops, other computers, or other projection equipment, must be supplied by participants who must either

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bring such equipment to the meeting or rent or pay for it themselves. If you require additional equipment, notify the Program Chair ([shoemake@vt.edu](mailto:shoemake@vt.edu)), who will coordinate requests with the Local Arrangements Committee.

**Type of Submission.** When you submit your paper or session online, you will need to select a “Type of Submission.” These are:

**1. Paper Presentations** – Use this track for traditional papers. Remember that while your actual paper may be fairly long, you may have as little as 15 minutes to present your paper (depending on how many papers are in the session). An effective presentation will highlight the core arguments, evidence, and conclusions of the study in a way which illuminates its contributions, engages the audience, and stays within the time limit.

**2. Poster Presentations** – Use this track to submit poster presentations on any topic. If your research lends itself well to visual presentation, please consider submitting it as a poster presentation. We are working hard this year to highlight work submitted as posters, by creating an uncontested time slot and offering a social hour during the poster session.

**3. Roundtable Discussions** – Use this track to submit work that is more suitable for roundtable discussion. This might include work that is more provocative in nature, and thus likely to generate lively discussion. This might also include work that is more generative, in formative stages, or is more cross-cutting in a variety of ways and so might draw a diverse audience willing to engage in a discussion.

**4. Undergraduate Presentations-** Use this track to submit undergraduate papers, posters, and roundtable presentations. We are delighted to encourage undergraduate participation in all areas of sociology.

**Subject Areas:** When you submit online, you will also be asked to indicate up to three Subject Codes to designate the subject areas of your presentation. These subject codes will be available on the online submission form by way of a drop-down menu. Channeling your submissions into these subject areas will help the Program Committee Chair to direct papers toward appropriate Program Committee members for organization into sessions. Please don't feel constrained by the groupings – just select the closest matches. If none of the categories is a good match – any related category will do. Organizers will make efforts to use more detailed information about the papers to create sessions. The subject codes are merely an organizational shortcut – these groupings do not necessarily reflect the way that papers will be grouped on the final program.

## Odum Award Nominations For Undergraduate and Graduate Papers

Deadline: December 15, 2004

The deadline for nominations of outstanding graduate and undergraduate papers for the Odum Award is December 15, 2004. The award carries a cash prize of \$100 and an additional \$200 toward expenses for 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 whose work is mentored by current SSS members. One annual award may be given each year for the best undergraduate paper and best graduate paper submitted on any sociological topic.

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

**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. Their submission should come with the endorsement of a member of their graduate institution's faculty who is a member of the SSS and who attests that the author is a student in good standing.

**Deadline:** Please send all submissions by **December 15, 2004**. Mail **six** copies to  
Donald Tomaskovic-Devey  
Department of Sociology and Anthropology  
North Carolina State University  
Raleigh, NC 27695-8107  
[don@server.sasw.ncsu.edu](mailto:don@server.sasw.ncsu.edu)

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# SSS Annual Meetings, April 13-16

## *Charlotte*



Charles Brody, Local Arrangements Chair  
[cbrody@email.uncc.edu](mailto:cbrody@email.uncc.edu)

There's no downside to visiting Charlotte for the 2005 SSS meetings. In fact, Charlotteans refer to our downtown as "uptown Charlotte." And if you haven't been to Charlotte since the last time that the meetings were here, you'll notice that there's been a lot of upward movement. The first thing that you'll notice is the skyline. Since the Bank of America Corporate Center building was completed in 1992, the skyline has become increasingly vertical. And the population has grown too—29% between the 1990 and 2000 Censuses—making Charlotte the 25<sup>th</sup> largest city in the U.S. The estimated population of the city in 2004 is 614,000 with nearly 2 million in the metro region.

With the growth has come a wealth of cultural opportunities, including the Charlotte Symphony (<http://www.charlottesymphony.org/>), the Charlotte Philharmonic Orchestra (<http://www.charlottephilharmonic.org/>), and several theater companies. The Blumenthal Perform-

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# 2005 in Charlotte



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ing Arts Center (<http://www.performingartsctr.org/2005>) provides an excellent venue for many of these performances. There are a variety of museums in uptown including The Mint Museum of Craft and Design (<http://www.mintmuseum.org/>), The Levine Museum of the New South (<http://www.museumofthenewsouth.org/>) and Discovery Place (<http://www.discoveryplace.org/>). All are an easy walk from the meeting hotel. The uptown restaurant scene is strong and sure to get even better with the first class of students enrolled at the new Charlotte campus of Johnson and Wales (<http://www.jwu.edu/charlotte/>).

Charlotte has a strong commitment to public art. A recent ordinance mandates 1 percent of eligible capital improvement project funds are appropriated for public art. The Public Art Walking tour is a great way to spend an afternoon and discover uptown Charlotte. Take the tour virtually at: (<http://www.artsandscience.org/index.asp?fuseaction=PublicArt.WalkingTour>).

Another area to explore is NoDa (North Davidson). NoDa (<http://www.noda.org/>) is home to a collection of galleries and performance venues and, of course, more restaurants. Check out the music listings at Neighborhood Theater (<http://www.neighborhoodtheatre.com/>) and The Evening Muse (<http://www.theeveningmuse.com/>). There is a Gallery Crawl in NoDa every 1<sup>st</sup> and 3<sup>rd</sup> Friday evening of the month.

Charlotte is also home to a variety of professional sports teams including the NFL's Carolina Panthers, the NBA's newest team, the Bobcats, the WNBA's Charlotte Sting and the Charlotte Knights, the Triple-A affiliate of the Chicago White Sox. The Bobcats and Knights will play in town during the meetings. And, there is NASCAR at Lowe's Motor Speedway. In his recent book, *Fixin' to Git*, our colleague Jim Wright (University of Central Florida) says that the track "is about the only thing left in Charlotte that would make one think of it as a Southern City." Come to the meetings and decide for yourself.



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# 2005 in Charlotte

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The Charlotte Trolley (<http://www.charlottetrolley.org>) connects uptown Charlotte with historic South End with more shopping and restaurants. There is also a museum dedicated to the history of streetcars in the South.

The above is just a sampling of what Charlotte has to offer. To explore more on your own visit the following links:

<http://www.charlottecvb.org>

<http://www.charlottechamber.com/> (Don't miss the video!)

2005 Annual Meeting submission instructions and additional details will be online via the link on the SSS website

(<http://www.msstate.edu/org/ss/>).

The deadline for submitting paper titles and abstracts is **December 15, 2005.**

# SSS Award Winners

## Atkinson Receives Distinguished Contributions to Teaching Award



The Southern Sociological Society named Maxine P. Atkinson the 2004 recipient of the Distinguished Contributions to Teaching Award. Dr. Atkinson's contributions to improved teaching have also earned her awards from her department, her college and her university. In 1999, her department awarded her the Gary D. Hill Students' Choice Teaching Excellence Award. In 2001, the Department of Sociology and Anthropology at N. C. State named her the Outstanding Advisor. In 2001, Professor Atkinson was also awarded the Lonnie and Carol Poole Award for Excellence in Teaching by College of Humanities and Social Sciences at NCSU. Her university awards for teaching excellence include the 2002 First Year Student Advocate Award for devotion to teaching first-year students, and the 2003 Outstanding Service in Support of Teaching and Learning award, for contributions to innovative curriculum reform and constructing university policy on the evaluation of teaching.

Dr. Atkinson was SSS president in 1999-2000 and her presidential address is revised and published in *Social Forces* as "The Scholarship of Teaching and Learning: Reconceptualizing Scholarship, Transforming the Academy." Her traditional teaching research also appears in publications such as *Teaching Sociology*, *Contemporary Sociology*, *The Michigan Journal of Community Service Learning*, and edited books published by The American Association for Higher Education.

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## Atkinson Wins Teaching Award



At NC State, Professor Atkinson is perhaps most well known for leadership in teaching innovations throughout the university. She served on the team that funded and established N.C. State's service learning program and now serves as a Faculty Fellow for the service-learning program. Dr. Atkinson chaired the university standing committee, Evaluation of Teaching, playing a leading role in formulating the university's peer review procedure and establishing the first university wide teaching evaluation instrument. She also served as a Hewlett Faculty Teaching Fellow, the largest of NC State's recent teaching initiatives, which worked to promote inquiry-guided teaching. Professor Atkinson is currently the Director of the First Year Inquiry Seminar program, one of the products of this Hewlett Initiative.

Within the sociology program at NCSU, Professor Atkinson has spearheaded the teaching component of a nationally acclaimed program for re-designing graduated education, Preparing Future Faculty. The PFF program is designed to ensure that the next generation of faculty is trained well, not only as researchers, but also as college instructors. To assure that the graduate students in sociology exemplify this program, Professor Atkinson teaches a course in teaching sociology and provides extra pedagogical instruction to those who are earning PFF certification as teacher-scholars.

Dr. Atkinson also chairs the undergraduate sociology program's "Integrating Data Analysis" project, an ASA initiative funded by NSF to increase scientific literacy in the discipline. She serves on the ASA's Distinguished Contributions to Teaching Award committee and is a member of the Departmental Resources Group. ASA's Departmental Resources group is comprised of about 60 sociologists from across the nation who are trained by ASA to review sociology departments' curricula. Professor Atkinson regularly offers teaching workshops and serves as a consultant on the Scholarship of Teaching and Learning.

# Charlotte in 2005

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## Risman Receives Jocher-Belle Boone Beard Award



public intellectual. Professor Risman exemplifies the possibility of doing several kinds of sociology over one's career- public, professional, policy and critical. Dr. Risman's monograph, *Gender Vertigo* (published by Yale University Press in 1998) has influenced gender research, as well as having become part of the debate about the best way to conceptualize gender stratification. She also Co-Chairs a national organization, Council on Contemporary Families, whose mission it is to take social science research and clinical expertise beyond the academy. She works closely with journalists and policymakers to introduce new ideas and research findings into public conversation.

Her research spans a broad area from family sociology to social movements activism to feminist theory. Professor Risman's publications and role as a public intellectual have contributed to understanding and improving women's status. But her role as a teacher has always been of equal importance to Dr. Risman. She believes one of her most important contributions to sociology has been, with her excellent colleagues at NCSU, producing students who go on to contribute to the discipline themselves. She is quite proud that her former students have won university wide teaching awards, become leaders in the gay rights movement, and taken leadership roles in professional societies, from SWS to SSS and ASA. Dr. Risman is one of the co-editors of the *Gender Lens* book series designed to mainstream feminist analysis throughout the discipline, from introductory texts, to cutting-edge theory.

Her service to the discipline includes several elected positions. Professor Risman was president of Sociologists for Women in Society, a member of the Executive Council of the American Sociological Association, a member of the Executive Council of the Southern Sociological Society, and Chair of the ASA section on Sex & Gender. She was Co-Editor of the ASA journal, *Contemporary Sociology*. She served on the 2004 ASA Program Committee that highlighted public sociology, and serves again in 2005 on the program committee for the ASA Centennial year.

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## HARRIS RECEIVES DISTINGUISHED SERVICE AWARD



The winner of the Southern Sociological Society's Distinguished Service Award, announced in April, 2004, is Catherine Tuttle Harris, Professor of Sociology at Wake Forest University. During her career Dr. Harris has served the discipline at the state, regional and national levels.

She served on the Board of the North Carolina Sociological Association and was elected president twice (1984-85, 1994-95). She later served as president of the National Council of State Associations (1995-96). While president of the NCSA, Dr. Harris with the Executive Board of NCSA published an article in *Footnotes* (1995) 23:4 ("Mainstreaming Sociology: Strategies for the 21<sup>st</sup> Century", which was reprinted in *The Rural Sociologist* (1996) 16: 22-23). Applied sociology and the roles of state associations were discussed in a special double issue of *The American Sociologist* (1998) volumes 29 and 30, with articles collected by Dr. Harris and Michael Wise (Appalachian State University), along with their own article, "Grassroots Sociology and the Future of the discipline (1998) 29:29-47. More recently she (with Michael Wise) was part of a *Footnotes* article on the "State of the State Sociology Societies" (2004) 32:2, contributing "A Quick Look at Grassroots Sociology." At the national level Dr. Harris served as a Regional Representative for Alpha Kappa Delta (sociological honor Society) for two terms (1994-2000) and as President (2002-2004). She also served on the American Sociological Association's Committee on Freedom of Research and Teaching (1995-1999), organizing three ASA workshops on "Managing Conflict in the Classroom."

The accomplishment of which Professor Harris is most proud is the fact that a number of her students and research assistants have gone on to obtain Ph.D.s in sociology and are now contributing members of the discipline. Some of these students are now mentoring their own students who are entering Ph.D. programs in sociology.

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## Harris Wins Service Award



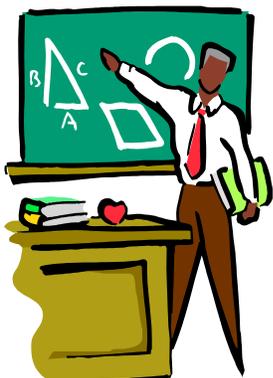
Dr. Harris has been a member of the faculty at Wake Forest University since 1980, where she is Professor of Sociology. While at Wake Forest she won both the Teaching Award and the Award for Excellence in Academic Advising. Before coming to Wake Forest she was a member of the faculty at Salem College and served as Chairperson of the Department of Sociology and Economics.

Dr. Harris's research interests have been eclectic and presently focus on sociological analyses of medical malpractice litigation. An example of this research is "Settlement has Many Faces: Physicians, Attorneys and Medical Malpractice" (with Ralph Peeples, Wake Forest School of Law and Thomas B. Metzloff, Duke University School of Law) *Journal of Health and Social Behavior* (2000) 41:333-346. Other on-going research focuses on racial differences in satisfaction with the medical school environment.

At the regional level Professor Harris has served on numerous Southern Society Committees, including the Committee on the Profession (1983-86), Elections Committee, Chair (1986), member of the Program Committee (1987-88), Chairperson of the Program Committee (1988-89), Nominations Committee (1993-95) and was the last Southern Member who acted as auditor (1989-90). She served on the Executive Board of the Southern Society twice (1990-93, 2001-2004). A member of the Mid-South Sociological Society, she served twice on the Membership Committee (1988) and as Chair during her term beginning in 2001.

For more information on all SSS  
Honors and Awards go to

<http://www.msstate.edu/org/sss/honors/index/html>



# The Teaching Corner



## Thinking Sociologically

Lee Millar Bidwell, Chair  
Committee on Small and Community Colleges

Before profiling several creative teaching ideas, I want to thank all of you who submitted descriptions of assignments and activities. Every time I put out a call for ideas for this column, I receive prompt responses from many, many people. All of the ideas I receive are very creative and useful for this column. Due to limited space, only a few assignments can be profiled in each edition of the column. Please do not be discouraged or angry if you do not see your idea in this particular column. Rest assured that I keep all of the ideas that are submitted and generally use all of them over the course of a year (three issues of *The Southern Sociologist*). Often I look for a theme in the ideas that are submitted. The theme of this month's column is "Thinking Sociologically"—that is, all of the assignments that are described are designed to help students develop the ability to ask sociological questions and critically analyze information paying attention to sociological variables.

### Gender and Athletics Reflection Activity

*Patrick Feeney* ([Patrick.Feeney@montgomerycollege.edu](mailto:Patrick.Feeney@montgomerycollege.edu)), Professor of Sociology at Montgomery College—a community college in Rockville, Maryland—uses the following classroom exercise to help students see how gender influences individuals' perceptions and experiences.

- The exercise is set up by discussing how traditionally sports in the United States have reflected fairly rigid gender roles, with men as participants and women as spectators. Participation rates of women and girls in sports has increased dramatically since the passage of Title IX, yet the experiences of men and women in athletics still shows striking differences.
- The professor then asks students to write down, in list form, their best and worst moments in sports.

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# The Teaching Corner

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- Ask students to share some of their best and worst moments in sports.
- Generally, males' best moments center on winning or setting a record, while their worst moments tend to be when they lost. Although women describe some of these things, they almost always include as best moments the chance to participate and make friends, and

see the worse moments as times when they were prohibited from participating. So although both sexes may be playing the same games, they perceive their experiences and rewards quite differently.

## Teaching Durkheim using “Elementary Forms of Refrigerator Life”

*Jonathan Marx* ([marxJ@winthrop.edu](mailto:marxJ@winthrop.edu)), Professor of Sociology at Winthrop University, uses the following assignment to help students understand and apply many of Durkheim's ideas.

- Students are asked to content analyze the “refrigerator art” on the refrigerator at their permanent residence. Students must diagram and number all objects on the front and both sides of the kitchen refrigerator.
- Students also must identify all members of the household and their ages, placing a star by the member that is the primary controller of the refrigerator surface.
- Students then must interview the person who controls the refrigerator surface, asking about each item on the refrigerator, and record the responses. In the interview students must ask the respondent to (1) rate the attractiveness of the object, (2) describe the source of the object (where it came from), (3) discuss his or her emotions toward the object and explain why it is on the refrigerator, (4) discuss the fate of the object in one year, and (5) discuss the fate of the object in 10 years.
- Students record the data in a grid, such as the one below. Class discussion of the assignment can be used to help students gain a better understanding of Durkheim's conception of social forces, social facts, and sacred and profane symbols.

Name of Object	Attractiveness of Object	Source of Object	Emotion toward it/Why	Its fate in a year	Its fate in 10 years
Coloring picture	Not attractive	Gift from child	Love/brings back memories	Give to grandma	At Grandma's

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# The Teaching Corner

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## Gender and Work: Sociological Experiences

Karen Campbell ([karen.e.campbell@vanderbilt.edu](mailto:karen.e.campbell@vanderbilt.edu)), Associate Professor of Sociology at Vanderbilt University, uses the following assignment in a seminar on women and work in the United States. This exercise also could be used in any class with a focus on gender and/or socialization.

- Students read and discuss Kathleen Gerson's *Hard Choices: How Women Decide About Work, Career, and Motherhood*.
- Break students into small groups to work on drafting interview questions for an interview they will conduct with their mother (or mother surrogate). Each group is assigned a different topic area (work, career, motherhood, etc) for their line of questions.
- Develop an interview guide using the questions the students wrote in small groups.
- Assign students the task of interviewing their mother using the interview guide. Students must make appointments for the interviews and type the interview responses. Generally, the interviews are conducted when students are home for Thanksgiving Break (or spring break).
- When students return from the break, they each give a brief in-class presentation, using Gerson's notions of constraints and opportunities to analyze their mother's decisions. The professor may want to give a presentation about his or her own mother as a model for students.
- Students then write a final paper in which they give a more detailed analysis of their mothers' lives using Gerson's framework. Such reflection generally helps students have a more sociological understanding of women's family and employment decisions, rather than relying on personalized or idiosyncratic explanations of their mother's lives.

### Using Content Analysis to Study Bias in the Local Newspaper

Diane Keithly ([Dckethly@aol.com](mailto:Dckethly@aol.com)), Associate Professor of Sociology at Southern University, teaches an undergraduate course on minorities at her historically black university. Generally the class is composed entirely of minority students. Persistently students comment that the local media, especially the newspaper, present a biased view of African Americans. Dr. Keithly developed the following assignment to help students test the validity of their argument:

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# The Teaching Corner

*(Continued from page 20)*

- Teach students about content analysis as a research strategy, then assign every student the task of content analyzing one day of the local newspaper.
- For expediency, it is generally best to limit the students' analysis to the front page of the newspaper section that deals with state, regional, and local news. Analyze additional pages only if an article continues beyond the selected page.
- After each student has analyzed the paper for one day, take a class period to review and classify each article containing any material regarding African Americans. Articles can be classified as positive, negative, or neutral. The class will develop the criteria for each category.
- Dr. Keithly reports that after conducting this exercise, her students found that the neutral or positive articles exceeded the negative articles, providing an opportunity to discuss the value of sociological research in debunking "common sense" assumptions.
- The research can be extended by also having students classify articles regarding whites (or other ethnic groups) in the same manner for comparison.

## Future SSS Meetings

<b>April 13-16, 2005</b>	<b>Hilton Charlotte &amp; Towers</b>	<b>Charlotte, NC</b>
<b>March 23-26, 2006</b>	<b>The Monteleone</b>	<b>New Orleans, LA</b>
<b>April 11-14, 2007</b>	<b>Sheraton Colony Square</b>	<b>Atlanta, GA</b>
<b>April 9-12, 2008</b>	<b>Richmond Marriott</b>	<b>Richmond, VA</b>
<b>April 1-5, 2009</b>	<b>The Monteleone</b>	<b>New Orleans, LA</b>

# Departmental News

**F**lorida State University Donald Lloyd and R. Jay Turner had their research on stress relative to young adults' psychiatric disorders reported in *Forbes* Magazine, Yahoo News with Health Day, Medical Breakthroughs by Ivanhoe, Health Central.com, and Dr. Koop.com. They were also quoted in January 2004 by *The Times of India* regarding their research on post-traumatic disorders linked to childhood stress.

*Robin Simon* received the 2004 Award for the best publication from the Mental Health Section of the ASA for her article, "Revisiting the Relationships among Gender, Marital Status, and Mental Health," published in the *American Journal of Sociology* (2002).

*Kathryn Tillman* received the First Year Assistant Professor Award from the FSU Committee on Faculty Research Support, supporting her research in summer 2004.

*Koji Ueno* received the 2004 Odum Best Graduate Paper Award from the Southern Sociological Society for a paper entitled, "The Effects of Friendship Networks on Adolescent Depressive Symptoms." The paper is forthcoming in *Social Science Research*.

*Patricia Yancey Martin* received the 2004 Distinguished Article Award from the Sex and Gender Section of the ASA for her article, "'Said and Done Vs. Saying and Doing': Gendering Practices, Practicing Gender at Work," published in *Gender & Society* (2003). She also became Chair of the Department of Sociology in August 2004.

*R. Jay Turner* was named Marie E. Cowart Professor of Sociology and Epidemiology in September 2004.

*Koji Ueno* has joined the sociology department as an assistant professor starting August 2004.

*Deana Rohlinger* has joined the sociology department as an assistant professor starting August 2004.

*Robin Simon* was elected Treasurer/Secretary of the Mental Health Section of ASA.

*Allen W. Imershein* was elected Vice-President of the Southern Sociological Society.

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# Member News

Although both media and scholarly attention to the use of child labor has focused on Asia and Latin America, the highest incidence of the practice is found in Africa, where one in three children works. **Loretta Bass** (University of Oklahoma) presents a comprehensive, systematic study of child labor in sub-Saharan Africa.

Bass offers a window on the lives of Africa's children workers, a view informed by her analysis of the historical, economic, political, sociocultural, and legal factors framing child labor on the continent. Drawing on research and demographic data from over 40 countries, she discusses the political economy of child labor at the national, community, and household levels, the role of the education system, the differences between urban and rural child laborers, and the exploitation of children as soldiers, prostitutes, and slaves. Her concluding chapter confronts the benefits and costs of child labor and considers the prospects for policy aimed at creating positive social change.



## Contents:

- Why Study Child Labor in Africa?
- The Cultural and Historical Context of Child Labor.
- The Political Economy of Children's Work.
- Unequal Terrain: Rural vs. Urban Child Labor.
- Work and School: Coordination and Conflict.
- The Value of Children's Work: Getting the Short End of the Stick.
- Expendable Laborers: Children as Soldiers, Prostitutes, and Slaves.
- Making Sense of Child Labor in Africa

May 2004/213 Pages

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# Job Opportunities

**F**lorida State University. The Department of Sociology invites applications for up to three positions at the assistant and/or associate ranks (the latter with possibility of tenure upon appointment), effective August 2005. We seek candidates with specializations in (1) Race/ethnicity, (2) Political Sociology (social movements, social policy, political sociology, or comparative-historical), or (3) Immigration/demography. Candidates who can teach graduate level classical and/or contemporary theory will be given priority. Applications must include a personal letter, curriculum vitae, three letters of reference, and one writing sample. Candidates' letters should describe how their teaching and research interests meet departmental needs, summarize their research accomplishments, and describe the promise of their research for external funding. Collaboration among faculty and students is encouraged and affiliation with the Pepper Institute on Aging & Public Policy or Center for Demography & Population Health is possible. We strongly welcome race/ethnic minority applicants. Screening will begin October 1 and continue until the positions are filled. Send materials to Patricia Yancey Martin, Chair, Department of Sociology, Florida State University, Tallahassee FL 32306-2270 or email: [sociology@fsu.edu](mailto:sociology@fsu.edu). For more information, visit our webpage at <http://www.sociology.fsu.edu>. Florida State University is an Affirmative Action/Equal Opportunity Employer.

**T**he University of Iowa. The Department of Sociology invites applications for two tenure-track positions at the Assistant Professor level beginning Fall 2005. We seek strong candidates who show evidence of ability to pursue an ambitious research program and who have excellent teaching skills. Areas of research specialization are open but we have teaching needs in social stratification, social psychology, and organizational sociology. The department has a tradition of supporting the career development of its assistant professors. Candidates interested in job sharing or other flexible load arrangements are welcome to apply. The University of Iowa is a large public university in a culturally diverse community. The Department encourages applicants of color to apply. The Department of Sociology provides competitive salaries and benefits along with strong infrastructure support for research. Applicants should have Ph.D. in hand by August 2005. Submit a curriculum vita, statement of research agenda, and three letters of recommendation to: Chair of Recruitment, Department of Sociology, University of Iowa, Iowa City, IA 52242-1401. Formal screening will begin September 15, 2004, and continue until the positions are filled. The University is an Affirmative Action/Equal Opportunity Employer.

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# Demographic Transitions

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## Harold Lyle Nix, 1920-2003

It is with considerable sadness to report the passing of Dr. Harold L. Nix, Professor Emeritus of Sociology, University of Georgia. Harold was born in the crossroad community of Batesville, in Cherokee County, Georgia. Following two years of undergraduate study at West Georgia College, he enlisted in the U. S. Navy in 1942, served primarily in the Pacific Theater during World War II, and was discharged as a Lt. J.G. in 1945. Harold received two of his academic degrees from the University of Georgia, the Bachelor of Science in Agriculture in 1946, and a Master's of Education in 1950. His doctorate in Sociology was awarded by the Louisiana State University in 1960.

Harold has two very distinct academic careers. For nine years (1949-1956), he was a high school vocational agriculture teacher. Following the receipt of his doctorate, he first served as an Assistant professor of Sociology at Auburn University for one year (1959-60), followed by three years as an Assistant and Associate Professor at Georgia State University (1960-63). For the next nineteen years, he was an Associate and Professor of Sociology at the University of Georgia, or from 1963 to his retirement in 1982. During this period he had a joint appointment, 1/4 in Sociology and 3/4 in the Institute of Community and Area Development. In this capacity he designed and implemented two courses of study around which teaching, research, and service activities were organized. Graduate students were taught the theoretical nature of community and change as well as a method of studying community. The students were taken into a cooperating community to learn by doing real research on a real community. The relevant findings were then presented as a service to the community to aid in better organizing, goal setting, and development. In all, Harold and his graduate students completed about 25 community studies in the State of Georgia. Most of his more than 50 publications, including 23 journal articles, 7 monographs, and 23 bulletins, pertain to the community area. Additionally, he served on 50 graduate student committees, and as a major professor for eight students. Harold's contributions were accorded both local and national recognition. On the national level he was recognized for "Outstanding Contribution to the Theory and Practice of Community Development" by the Community Development Division of the National Universities Extension Association in 1977. At the local level he was presented a University Award for "Distinguished Achievement in Public Service and Extension" in 1980.

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Harold Nix's life involved much more than his work career. He was an avid gardener, and his gardens were considered among the most productive in the area. During his last decade of life, he devoted much of his time to writing his memoirs, resulting in a series of more than seventy autobiographical vignettes. In one of them he expressed his great appreciation of nature: "...I am still awed by the wonders of nature around me—the blowing wind, the falling rain, the bursting buds in springtime and the ripening of fruit in autumn. I am sustained by the repeated refrains of nature—the assurance that dawn comes after night and spring follows winter." At about sixty years of age, a long time latent interest in horses became manifest. Harold was soon riding to the hounds. Following a stroke and rehabilitation, and a renewed commitment to, as he often stated, the need to "just keep on keeping on," he actively pursue horse riding and jumping into his early 70s. He was singularly proud of a number of awards he received for his equestrian accomplishments. It should also be noted that Harold was a practicing Christian, and was a long-time member of the First United Methodist Church in Athens, Georgia.

There are no roles Harold took more seriously and performed with greater dedication than those associated with being a husband and parent. He was a devoted and loving husband and father/step-father. His first wife, Ruth Blaylock Nix, preceded him in death. He is survived by his second wife, Martha Yon Nix. Other survivors include a daughter and son, four step-daughters and spouses, and seven grand children.

In the words of a resolution passed unanimously by the Department of Sociology at the University of Georgia at the time of his retirement: Harold L. Nix's "...energy, integrity, task orientation and sense of humor have distinguished him as a special person..." As Leo Rosten indicated: "The purpose of

life is...to matter, to be productive, to be useful, to make a difference that you lived at all." Harold Lyle Nix more than achieved his purpose.

Albeno P. Garbin  
University of Georgia

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


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

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# SOUTHERN VINTAGE SOCIOLOGY

*Editor's Note: The Spring/Summer edition of The Southern Sociologist contained an excerpt from an article on the Southern Sociological Society's history published in the Spring/Summer 1974 edition of TSS. A second excerpt from this article follows.*

At the 1973 Annual Meeting a session was held on "Where Did the Southern Sociological Society Come From: Tales From Some Folks Who Stood in the Waiting Room." Participants in this session included William E. Cole, the University of Tennessee; C. Horace Hamilton, North Carolina State University, Emeritus; and Joseph S. Himes, University of North Carolina at Greensboro. William C. Capel, Clemson University, contributed comments from the audience. Ron Wimberley, North Carolina State University, moderated the session and provided the transcript of this session.

**Cole:** I suppose in a way the history of the Southern Society tells pretty much the story of the development of sociology in the South. There were times when sociology did not have much status in the South. If you left out the good rural departments, particularly the rural department at Raleigh and the one at LSU, you see, you didn't have very many outstanding departments of sociology. Chapel Hill developed early as perhaps the best one. It was the first one to develop a strong general department.

Many persons looking for jobs and who were graduates from the eastern and northern schools pretty well bypassed the South. They bypassed it for two reasons. One, was that the salaries were low; and secondly, they thought that the quality of the sociology in the South was also low.

Now, we had our fine defenders: the people, I think, who had been trained by Giddin at Columbia were among them. Many of them were southerners; some of those came back South like Odum for instance, and others went to other institutions, like Ogburn to Chicago and Chapin to Minnesota. These were good friends of southern sociology.

W. I. Thomas was in a way a good friend although his tenure at Chicago was not very long. You know what happened to W.I. Tennessee granted W. I. Thomas a Ph.D. degree in 1886 in languages. I don't know how he earned it but anyway he got it. And the next year as I recall, he went to Germany to study, came to Oberlin, and then to Chicago. Well, he was a good friend of sociology in the South throughout his existence as was Ogburn and Charles

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**SOUTHERN VINTAGE SOCIOLOGY** *(Continued from page 27)*

Johnson.

Dr. Burgess was also, I think, a friend of southern sociology. Dr. Park was. Park did a tremendous job in race relations. He had been Booker T. Washington's public relations man and a newspaper man before he went to Chicago to become really engaged in ecology and race relations.

When I went to the University of Tennessee in 1930, we had three courses in sociology. These had been taught by a person who had been a major in accounting at the University of Wisconsin. He had some courses there. Dr. Ross of Wisconsin had written an introductory book in sociology so we had an introductory course. And Dr. Gillin of Wisconsin had written a book on poverty and dependency and we had a course in poverty and dependency. Then we had a course in criminology which was taught out of detective magazines. These were the three courses which I inherited at the University of Tennessee in 1930.

**Moderator:** Weren't there some pictures used in order to pick out the criminal type in some of those courses there?

**Cole:** Well, yeah.

**Himes:** The Lombroso approach.

**Cole:** I used the Lombroso approach a bit and used to distribute to students the photographs to pick out the criminal types. They would invariably pick out W. I. Thomas as the criminal.

**Himes:** Self-fulfilling prophecy.

**Cole:** Well, in '40 we tried to put in a course in race problems and at that time our president rode herd on courses. He looked at everything that was approved and he red-penciled the race course out. What I did was to put in the next go around a course in races and nationality and the president thought this was population, of course, and approved it. What we did then was to teach one course on the American Negro and the other on other minorities. There were ways of getting around some of these restrictions, but they were pretty strict. We had in the early days a young man who was interested in race relations, doing something about integration, so our president called him in and said he

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## SOUTHERN VINTAGE SOCIOLOGY (Continued from page 28)

could do one of two things. He could either quit or he could quit working for race relations. So, he quit the university and accepted a job overseas.

I remember in this regard, that Dr. Odum showed me one time what he called his “morgue” of studies at Chapel Hill. These were studies made of tenancy and other social questions and conditions in the mills. He said, “If I should release these, they would wreck sociology and probably wreck the University at North Carolina.

And, as you know, when Odum started the Journal of Social Forces in 1920, he wanted a vehicle for his department and also a vehicle for the research institute. He also thought that southern sociology needed a journal. Nobody was writing at Chapel Hill much then. The department was just getting going, so he got people that he had known like Giddings, Harry Elmer Barnes, and Luther Lee Bernard who were not great friends of institutionalized religion to do articles for him. When these hit the public, Odum had an awful time, and the university had a rough time defending the Journal of Social Forces. You can read about this in the Journal of Southern History in an article published a few years ago entitled “Howard W. Odum: The Embattled Scholar.” At that time President Chase was president of the University of North Carolina and President Frank Porter Graham was later. And Odum said the difference between Graham and Chase was that Chase would get him out of trouble and he probably wouldn’t hear about it for three months or so. President Graham would get him out of trouble and then call him into his office and tell him that he had just gotten him out of trouble.

Odum started  
the *Journal of  
Social Forces*  
in 1920

**Moderator:** Dr. Himes, you taught for a good many years at the North Carolina Central. What courses were you introducing during the early phases of your work there? What courses were offered?

**Himes:** Well, when I went there in 1946, I was the first full-time, regular teacher of sociology. They had a man the year before I got there who stayed only one year. And when I got there, there was on the books, at least, a major in sociology, and there was some graduate work in the catalogue in sociology, but the graduate courses had been taught exclusively by visiting people from both

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**SOUTHERN VINTAGE SOCIOLOGY** *(Continued from page 29)*

Duke and Chapel Hill who came over and taught one course, usually in the evening. We had never offered the master's degree. So these courses were taken primarily by people in the Department of Education in connection with their work in education. When I went there in 1946, we started then offering an undergraduate major in sociology, and it was pretty much the standard list of courses. I was teaching all of them. We had a quarter system at that time, and I taught three courses each quarter and often both of the summer sessions. I remember in introductory sociology what was then the Bible of intro—Ogburn and Nimkoff. We had a course in social psychology. We had a course in marriage and the family—courses in race relations and criminology. I taught a course in research methodology. I taught everything at one time or another. I couldn't do this every year. These have been the standard courses in undergraduate sociology over the years. I think probably three or four years after I went there, another man came, and he took major responsibility for the graduate courses. So for the first time we had a resident professor to teach graduate courses in sociology. We began getting one or two graduate students who were working for a master's degree in sociology. The first master's degree was awarded probably in the early 1950's or shortly thereafter. Not a great many at any time, but almost always since then there have been some students working for a master's degree in sociology.

The department now of course is much larger. There must be six or eight people on the staff. When I left there in 1969, the Department of Sociology was, in terms of majors, the second largest department in the college. It was then not North Carolina Central University but still North Carolina College. We didn't have the largest numbers of students in our courses, because of those departments where students were required to take courses to meet college requirements. English, for example, or the foreign languages, had larger enrollments, but these were captive audiences. Sociology was not required as a general college requirement.

**Moderator:** What kind of salaries could beginning sociologists expect to get for some of these jobs back in the '30's?

I remember in introductory sociology what was then the Bible of intro – Ogburn and Nimkoff

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**SOUTHERN VINTAGE SOCIOLOGY** *(Continued from page 30)*

**Capel:** I can tell you that. I came to Georgia in 1935, out of Columbia—by the way. I was one of those Giddings boys—to teach in what was then the Georgia State College for Women and I was given the rank of assistant professor at \$1800 a year, which wasn't bad; got promoted the next year to \$2200.

**Cole:** My salary at Tennessee for the academic year 1930-31 was \$1500.

**Himes:** Fabulous!

**Capel:** Phillip Weltner was the chancellor of the university system then and he decided we needed some things in Georgia that hadn't been taught before. So he commissions some people to write a book on contemporary Georgia which would be a social problems book and as I think I was the only unmarried one they figured I could probably stand to get fired more than anybody else and they put me on the committee. We made a mistake and named the book Contemporary Georgia.

Well, in those days, there were only 48 states and Georgia was either 46<sup>th</sup>, 47<sup>th</sup>, or 48<sup>th</sup> – you know what I mean – in practically everything that you could mention. Occasionally Mississippi would slip in. And it wasn't this side of four weeks before the students named it Contemptible Georgia. It was an unfortunate choice of names and the course didn't last but about two years. But as far as I know, that was the first social problems course that was taught in the university system of Georgia.

*Editor's Note: The discussion continued with a number of other stories about the early days of Southern Sociology. Some of these stories will be reprinted in future issues of TSS.*

## Exhibits Coordinator Needed

The Exhibits Coordinator coordinates among exhibitors (e.g. publishers, organizations, etc.), who have set up booths at the meeting, the hotel, and the Society. More information available from the current coordinator Greg Dunaway (mailto: [dunaway@soc.msstate.edu](mailto:dunaway@soc.msstate.edu) ). If interested, contact Mike Hughes (mailto: [mdh@vt.edu](mailto:mdh@vt.edu)).

**THE SOUTHERN SOCIOLOGICAL SOCIETY**

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

The Southern Sociological Society (SSS) is a non-profit organization that seeks to promote the development of sociology as a profession and scientific discipline by the maintenance of high academic professional and ethical standards and by encouraging:

- (a) effective teaching of sociology;
- (b) valid and reliable methods of research in the study of human society;
- (c) diffusion of sociological knowledge and its application to societal problems;
- (d) cooperation with related disciplines and groups;
- (e) recruitment and training of sociologists; and
- (f) development of sociology programs in educational and other agencies.

Members receive *Social Forces*, *The Southern Sociologist*, and a membership directory (biennially). 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 sex. For statistical purposes, we also ask you to include your race and/or ethnic group and three areas of specialty. Husbands and wives may be joint members. One spouse receives publications and dues notices, but both vote, receive separate listings in the directory, and are eligible for reduced registration rates at the annual meeting.

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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To bring you the news, we 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 a specific issue, submissions must be received by the below deadline.

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

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

**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.

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