

# The Southern Sociologist

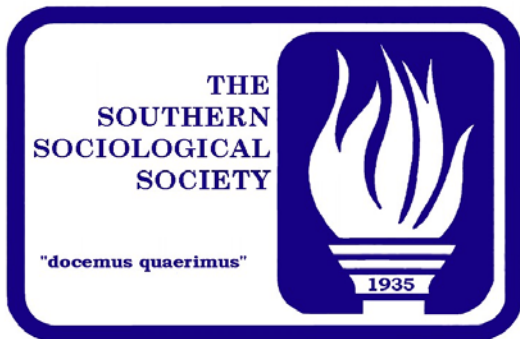
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## FROM THE PRESIDENT, Beth Rubin

### Do you know what it means to miss New Orleans?

I do! And I hope you do too and are already anticipating the 2012 Southern Sociological Society meetings in New Orleans, Louisiana, March 21<sup>st</sup>-March 24<sup>th</sup> at the newly remodeled Monteleone Hotel. Plan on attending and plan on submitting your papers, session, thematic panels, posters and research ideas (for the new research incubators) to the Program Committee by the very firm deadline of **October 17<sup>th</sup>, 2011**. The program committee, and its co-chairs, Stephanie Moller and Elizabeth Stearns (UNC-Charlotte), have been working hard to organize an exciting, stimulating and not-to-be-missed meeting focused on the theme of "Shifting Social Contracts."

It is hard, as I write this column, not to hear in the background, and feel the weight of, news of the presidential straw polls, the wildly gyrating stock market, global political upheaval, the debt ceiling crisis and battles over deficit reduction nor to feel that all sorts of social contracts are doing more than shifting! The conference theme of "Shifting Social Contracts" is, as I wrote in my previous column, a broad umbrella theme that encompasses most of our foci in the discipline. Whether we think about relationships and institutions at the global scale, at the community level, or at the most personal level, the idea that what was taken for granted cannot be, that what seems secure is not, that risk, power, inequalities are all in movement (to integrate the themes of recent meetings). I encourage everyone to think about their own research and teaching interests and to bring those ideas, insights and findings to our collective conversation that occurs in New Orleans

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## FROM THE PRESIDENT,

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in March! While the details of submitting your papers [follow](#), I wanted to point to some changes and to answer some questions that various people have posed as well as to whet your appetites for some of what's to come.

First, Stephanie, Elizabeth, the program committee, and I have been working hard to create a conference that will woo you away from the temptations of New Orleans (which tends to be particularly lovely this early in the spring). We have received commitments from Rubén Rumbaut, Stephanie Coontz, and incoming ASA president Cecilia Ridgeway to serve as plenary speakers! I'm very excited about the energy they will bring to the Southerners. We have also arranged several author meets critics sessions, including one with Arne Kalleberg about his forthcoming book, *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s-2000s*. The program committee is working on other exciting thematic panels and welcomes your ideas and input. Remember that we welcome submissions that revolve around the program theme and those that don't!

We are continuing with mini-conferences, again one on work, inequality and shifting social contracts organized by President Elect Don Tomaskovic-Devey and Steven Vallas and another, organized with SWS-S and the Committee on the Status of Women, on Gender, Family and Shifting Social Contracts. Building on last year's success, the Committee on Sociology in Community and Small Colleges is organizing another teaching mini-conference. As before, the mini-conferences are embedded in the larger program and are open to all meeting attendees.

People have asked: "What is the purpose of these mini-conferences?" Actually, they serve several purposes. The mini-conferences serve as an intellectual gathering place for scholars who want to focus intensely on a particular topic. Given diminished travel funds, this clustering of sessions around a single topic, that the same individuals follow over a period, is a way to compete with other more specialized conferences; if people will only attend one or two conferences a year, we're trying to give a reasons for this to be *the one!* That is, in addition to offering a general meeting, attendees can also attend (within the larger conference) one tailored to specific sets of research concerns. It is also a way to bring scholars to our meetings who might not typically think of attending this particular regional meeting. Importantly, these mini-conferences are NOT closed—they are open to the entire membership. Anyone can attend and join in the discussion. In some instances, in order to avoid cluttering the program with a plethora of mini-conferences, we are simply making a continued effort to offer several sessions together (but without an associated plenary speaker), such as a cluster of sessions on small group processes or social theory. In addition to continuing the mini-conferences, we are starting some new things about which I want to alert the membership.

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## FROM THE PRESIDENT,

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First, we are trying a new type of session that is geared specifically to graduate students and early scholars. We're calling these "research incubator sessions." These sessions will provide a mentoring opportunity in which graduate students and new professors can bring their research project, proposal or idea to a seasoned scholar and get feedback and guidance. Others attending that session will also provide feedback and learn from the session (see [Call for Papers](#) below). This format has worked in my own graduate program (in Organizational Science), and we thought we'd give it a try here so please make sure and let us know how it goes!

The other change, which is procedural, is to require the *extended abstract* on October 17<sup>th</sup>. This format should allow the program committee to put together more, stronger, sessions and avoid putting too many papers in roundtables, something some people raised as concerns. As with everything else, though, the success of these efforts depends on the full participation of everyone. In fact, we are a voluntary organization and everything depends on the volunteered efforts of everyone. I am already grateful to my colleagues for those efforts.

Finally, I wanted to alert you to a membership survey that is being prepared by George Wilson, Denise Cobb, and the Membership Committee. Keep your virtual ears open for this one! So, get excited about the meetings; keep watch for further announcements in your in-box, on our Facebook page, and in coming issues of *The Southern Sociologist*!

Beth A. Rubin  
UNC-Charlotte

## Membership Survey

Under the auspices of the Membership Committee, a survey is being conducted to tap SSS members' sentiments about the society and the annual SSS conference. Particular attention focuses on eliciting levels of satisfaction with the SSS and its annual meeting. Membership input is vital toward strategizing about how to increase membership and planning the most effective and interesting conference possible. We hope you will respond to the on-line survey soon to be sent your way.

George Wilson  
Chair, Membership Committee

# Call for Papers: “Shifting Social Contracts”

Southern Sociological Society Annual Meeting  
March 21-24, 2012  
New Orleans  
Hotel Monteleone

## President

Beth A. Rubin, *University of North Carolina at Charlotte*

## Program Chairs

Stephanie Moller, *University of North Carolina at Charlotte*  
Elizabeth Stearns, *University of North Carolina at Charlotte*

The theme for the 2012 meeting is “Shifting Social Contracts.” The society president and program chairs encourage thematic papers and thematic panels that address the many issues encompassed under this theme. We look forward to a great meeting in New Orleans!

Submission Deadline: **October 17, 2011**. We are working to create a strong, intellectually stimulating program. To be considered for a place on the program, complete submissions with title, extended abstract, author names and contact information **must be received by the above deadline**.

## GUIDELINES

### I. SUBMISSION TYPES AND PROCEDURES

A. All proposed presentations or panels **will be submitted online** through the SSS online submission system at <http://www.meetingsavvy.com/sss>. The window for submission will be open from September 1 to October 17 at 6:00 p.m. EST. Five submission types are available: 1) Individual papers; 2) Complete paper sessions; 3) Thematic paper sessions; 4) Poster presentations; or 5) Research incubator submissions. **At least one author for each submitted paper must be a current member of SSS at the time of submission.** A description of each submission type appears below.

1. **Individual Papers:** Members may submit **extended abstracts** of individual papers for inclusion in a regular paper session. These papers will be organized into sessions by the program committee members on the basis of common themes. All submissions for a regular paper presentation should include: 1) the title of the paper; 2) authors' names and affiliations and contact information for each author; and 3) an extended abstract. Extended abstracts should be approximately 450-550 words and **must include** the following sections:
  - Objectives and theoretical framework
  - Methods and data sources
  - Findings
  - We understand that theoretical and methodological papers may include other information in lieu of methods and findings.

## Call for Papers: “Shifting Social Contracts”

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2. **Complete Paper Sessions:** Members may submit proposals for complete sessions. These sessions may take the form of paper presentations that follow a single theme, featured panel discussions of a timely topic, sessions that honor a colleague, author-meets-critics sessions, etc. Generally, complete sessions should contain four presenters (e.g., 4 authors; 3 authors and 1 discussant; 1 book author and 3 critics; and so on). The following information must be provided in the online system for *complete paper sessions*: 1) a suggested title for the panel; 2) the titles of each paper/presentation; 3) extended abstracts (see guidelines above) for each paper/presentation; 4) names, affiliations, and contact information for each author, critic, panelist, discussant, etc. An individual whose paper is part of a complete paper session will not need to submit that paper separately. Individual paper submissions will be assigned to either a regular paper session or a roundtable, per the discretion of the program committee. Submitters have the option of opting out of having a paper forwarded to a roundtable.
3. **Thematic Paper Sessions:** We encourage members to submit proposals for a thematic paper session. Thematic sessions typically are identical in structure to complete paper sessions, but they are organized around a topic that fits closely with the theme of the 2012 conference: “Shifting Social Contracts.” The following information must be provided in the online system for *thematic paper sessions*: 1) a suggested title for the panel; 2) the titles of each paper/presentation; 3) extended abstracts for each paper/presentation (see guidelines above); 4) names, affiliations, and contact information for each author, critic, panelist, discussant, etc. An individual whose paper is part of a complete paper session will not need to submit that paper separately.
4. **Poster Presentations:** Members may submit abstracts for papers to be included in the poster session. Poster presentation submissions must include the name, affiliation, and contact information for all authors, as well as a title and brief abstract of the work to be presented. Posters should display data, policy analysis, or theoretical work in a visually appealing format that stimulates interaction with poster session attendees. Posters will be displayed **electronically** at scheduled times near the SSS registration desk at the Hotel Monteleone.
5. **Research Incubator Submissions:** Research incubators are designed as an opportunity for graduate students and junior faculty to receive focused feedback on an advanced research proposal or early project from a more senior faculty member. Authors are asked to designate that they are interested in participating in a research incubator session, then submit an extended abstract (see guidelines above). The research incubator sessions will have 3 presenters and 1 mentor. The presentations will be limited to 10 minutes each to permit time for feedback and discussion.

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## Call for Papers: “Shifting Social Contracts”

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

### II. PROGRAM POLICIES

A. Meeting Participation: The 2012 meetings are held from Wednesday, March 21 through Saturday, March 24, 2012. Participants should **plan to attend for the duration of the meeting**. The Southern Sociological Society is unable to honor special requests for dates or times of presentations. All program participants (i.e., those presenting papers, presiding at sessions, serving as discussants, panelists, etc.) **must be registered** for the annual meeting.

B. Limitations on Program Appearances: Because meeting rooms and time slots are limited, an individual may serve in **no more than two presentation roles** (i.e., author of a paper, panel participant, workshop leader, poster presenter, etc.) in the program. There are no limitations on the number of times a person may serve as a session presider or discussant. The maximum number of sessions that any person may organize for the annual meeting is two.

### III. EQUIPMENT

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

For more information, please go to the Southern Sociological Society Homepage FAQ (Frequently Asked Questions) page.

<http://southernsociologicalsociety.org/FAQ%20pages/Meeting.htm>

We look forward to seeing you in New Orleans!

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## Spring 2012 SSS Meetings

Sue Falter Mennino  
Chair, Local Arrangements

In March 2012, New Orleans will once again play host to the Annual Meeting of the Southern Sociological Society. To whet your appetite, here's a pictorial quiz about New Orleans food. How many of these dishes can you identify? (Answers at the end of the article.)



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Some fun facts about New Orleans, courtesy of the [New Orleans Convention and Visitor's Bureau](#):

- The St. Louis Cathedral is the oldest cathedral in the United States. The present structure, the third one on the site, was built in 1789.
- The Lake Pontchartrain Causeway is the longest over-water bridge in the world – 23.87 miles long.
- Opera was first performed in the United States in New Orleans in 1796.
- New Orleans is the Number One port in trade with Latin America.
- The Fair Grounds in New Orleans was the first race track to introduce a mechanical starting gate.
- The Louisiana Superdome is the largest enclosed stadium-arena in the world.
- The first theatre established in the United States was in New Orleans.
- The Southern Yacht Club, in New Orleans, chartered in 1849, is the second oldest in the nation.
- The game of craps was invented in New Orleans in 1813.
- New Orleans is the home of the oldest pharmacy in America at 514 Chartres Street;
- and of course, New Orleans is the birthplace of jazz, the only true American art form.

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It's been three years now since the annual meetings of the Southern Sociological Society have been held at the [Hotel Monteleone](#) in New Orleans. So what's happened here since 2009? You may already know about some of these events, but just in case, here are some of the headlines, courtesy of <http://www.nola.com> and [The Times-Picayune](#):

**Mitch Landrieu claims New Orleans mayor's office in a landslide**

February 6, 2010

Lt. Gov. Mitch Landrieu, son of a former mayor and brother of a U.S. Senator, routed five major challengers in Saturday's mayoral primary, riding a sense of regret among voters who rejected him four years ago and extraordinary biracial support to claim an unprecedented first-round landslide victory. When he takes office May 6, Landrieu will become the city's first white chief executive since his father, Moon Landrieu, left the job in 1978. Early analysis shows that Mitch Landrieu's victory owed to widespread crossover voting by African-Americans, who make up two-thirds of the city's residents.

**Seven reported critically injured, 11 missing in oil rig explosion south of Venice**

April 20, 2010

A deep-water oil drilling rig known as the MODU Deepwater Horizon exploded and caught fire in the Gulf of Mexico late Tuesday with 126 people on board, the U.S. Coast Guard confirmed.



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### ***5 years later, we understand how Hurricane Katrina forever changed us***

August, 2010

Five years after the most terrible event in its nearly 300-year history, metro New Orleans is, physically and psychologically, like a patient recovering from a whole-body burn. Half a decade later around New Orleans, St. Bernard and Plaquemines parishes, ugly scar tissue remains plainly visible in the form of vacant lots, empty houses and the occasional rescue-team graffiti or dirty waterline.

Driving around the city, even an untutored newcomer can see it: This is not your ordinary urban blight. Something very bad happened here. Even recovery sometimes looks slightly unnatural. In rebuilt Lakeview, in parts of Gentilly, and here and there in the largely vacant Lower 9th Ward, residential streets now sometimes sprout new but strikingly mismatched housing: a brand new Acadian cottage next to an original 1940s bungalow, next to a modular home raised 8 feet on concrete piers — each the personal preference of a newly compensated homeowner starting over from scratch.

Slowly, a new normal has taken hold.

As you know, the theme for the 2012 SSS meeting is *Shifting Social Contracts*. Included under that broad umbrella are institutional shifts. Five years after the devastating flood caused by failure of the federal levees during Hurricane Katrina, was a milestone year. News organizations, research centers, scholars, bureaucrats, and many others took stock of the status of the greater New Orleans area. Virtually every possible indicator of recovery was evaluated. Here are some of the institutional shifts caused by Katrina, as reported in [The Gambit Weekly](#).

- New Orleans is now on the cutting edge of American educational reform, with more charter schools – and some of the most improved public schools – than any school district in the country.
- Voters have made clear statements, dramatically changing the political landscape:
  - Louisiana voters ousted Democratic Governor Kathleen Blanco, who was well-positioned for a second term, in favor of Republican Bobby Jindal;
  - New Orleans voters, long accustomed to casting ballots along racial lines, have “crossed over” in record numbers since Katrina; and
  - 2<sup>nd</sup> Congressional District voters, with help from the U.S. Justice Department, ousted corrupt Congressman Bill Jefferson.
- Citywide coalitions of citizens have achieved several goals:
  - forced radical changes to the state’s balkanized system of levee boards, consolidating many of them;
  - combined seven New Orleans property assessors’ offices into one; and combined the city’s bifurcated judicial systems; the city now has one sheriff and soon will have one clerk of court and one set of district court judges.

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Comparisons pre- and post-Katrina are interesting, of course, but comparisons between the greater New Orleans area and the rest of the United States are also enlightening. From its beginning, New Orleans has been a bit different and the data show that, in several ways, New Orleans continues to be special. Here are some examples of how New Orleans differs from national trends, according to the [Greater New Orleans Community Data Center \(GNOCDC\)](#).

- average wages grew by nearly 14% in the last five years, catching up to the national average for the first time since the mid-1980s;
- median household income grew by 4%; median household income nationally declined;
- economic growth, dependent on just a few lagging industries, has been relatively stagnant locally but has grown over 50% nationally;
- the share of college-educated workers remains unchanged while it grew nationally by 4%;
- a larger share of local renters spend more than 35% of their pre-tax household income on housing, compared to nationally;
- homeownership has declined in the suburban areas of the metropolitan area but has grown in the city, a trend that is opposite that of most areas;
- the Latino population is growing at a faster rate than the rest of the country;
- the percentage of Mexicans in the Latino population is lower than the national rate; 23% of Latinos in the New Orleans area are Mexican, compared to 63% nationally; violent crimes and property crimes have risen in the city of New Orleans but declined in the rest of the metro area; crime rates remain well above national rates.



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The next newsletter will include some insights from local sociologists about New Orleans and the surrounding areas. Besides Katrina and the recovery, what else is sociologically interesting here?

On behalf of the Local Arrangements Committee and all of the SSS area members, I extend a warm welcome to all of you. As you can probably guess, we're in the process of planning activities for your visit. Anything in particular you'd like us to arrange? A haunted history tour of the French Quarter? A visit to the World War II Museum? Cajun dance lessons? A second line down Bourbon Street? A boat tour of the swamps, complete with alligator sightings? Group volunteering to continue the recovery? Let us know and we'll try our best to make it happen. Email me at [sfmennin@loyno.edu](mailto:sfmennin@loyno.edu) with your ideas. We look forward to seeing you in March!

**Answers to food picture quiz, with a little lagniappe:**

1. **Beignets:** (ben yay') A pastry made from deep-fried dough, much like a doughnut, and sprinkled with confectioner's sugar. The official state doughnut of Louisiana.
2. **Café au Lait:** Coffee made with milk and mixed with chicory, giving it a strong, bitter taste. A New Orleans café au lait is made with scalded milk—milk warmed over heat to just below boiling.
3. **Roast Beef Po' Boy:** Submarine type sandwich. It almost always consists of meat, usually roast, or seafood, usually fried, served on baguette-like Louisiana French bread. A "dressed" po' boy has lettuce, tomato and mayonnaise. One theory claims that "po' boy" was coined in a New Orleans restaurant owned by Benny and Clovis Martin (originally from Raceland, LA), a former streetcar conductor. In 1929, during a four-month strike against the streetcar company, Martin served his former colleagues free sandwiches. Martin's restaurant workers jokingly referred to the strikers as "poor boys," and soon the sandwiches themselves took on the name.
4. **Pralines** (Praw leen') Brown sugar, pecan-filled, candy patty. French settlers brought this recipe to Louisiana, where both sugar cane and pecan trees were plentiful. During the 19th century, New Orleans chefs substituted pecans for almonds, added cream to thicken the confection.
5. **Shrimp Remoulade:** (Rum a laud) Spicy mustard-based cocktail sauce. Remoulade can vary from the elegant French-African Creole, the rustic Afro-Caribbean Creole, or the Classic Cajun version, and each version is quite different from the French original.
6. **King Cake:** An oval-shaped cake made from a bread similar to brioche, which has icing on top typically dressed up in the three colors of Mardi Gras: purple, green, and gold. Inside the cake there is a small trinket, usually a small plastic baby which to some represents Baby Jesus, baked into the cake. The idea behind the trinket is that whoever gets the piece with the baby is supposed to buy the next cake.
7. **Chicken Pontalba:** The name Pontalba denotes richness, as the dish is named for Baroness Micaela Almonester de Pontalba, a wealthy Parisian who in 1850 built the opulent Pontalba

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- buildings that still flank Jackson Square in the historic French Quarter, considered the oldest apartments in the country.
8. **Muffuletta:** Super-large, round, fat sandwich filled with salami-type meats, mozzarella cheese, pickles, and olive salad. Created in the early 1900s for Sicilian workers' lunches.
  9. **Gumbo z'Herbes:** A vegetarian gumbo, made mostly with greens. The tradition behind Gumbo z'Herbes is that it was usually made on Holy Thursday for consumption on Good Friday since Good Friday was (and still is) a day of fasting and abstinence from meat for Catholics.
  10. **Roman Candy:** Gourmet taffy, initially sold for 5 cents a stick and stayed at that price until 1970. The Roman Candy wagon and mule can be seen rolling through the streets of New Orleans, uptown, downtown and occasionally even in the suburbs on an almost daily basis.
  11. **Red Beans and Rice:** Traditionally made on Monday, red beans are cooked with vegetables (bell pepper, onion and celery), spices (thyme, cayenne pepper, and bay leaf) and pork bones as left over from Sunday dinner, cooked together slowly in a pot and served over rice. Meats such as ham, sausage (most commonly Andouille), and Tasso ham are also frequently used in the dish. It is an old custom from the time when ham was a Sunday meal and Monday was washday; pot of beans could sit on the stove and simmer while the women were busy scrubbing clothes.
  12. **Maque Choux:** A side dish of corn, green bell pepper, tomatoes, onion, and sometimes garlic and celery. A traditional dish of southern Louisiana, it is thought to be an amalgam of Acadian French (Cajun) and American Indian cultural influence, and the name is likely to derive from the French interpretation of the Native American name.
  13. **Grits and Grillades:** Thin slices of veal or beef served with a tomato roux.
  14. **Trout Meuniere:** Meunière sauce is a variation on a brown butter sauce.
  15. **Bananas Foster:** Bananas sautéed in butter, brown sugar, cinnamon and banana liqueur, then flamed in rum. Served over vanilla ice cream.
  16. **Snoballs:** Shaved ice flavored with yummy syrups.
  17. **Eggs Sardou:** Poached eggs on artichoke bottoms nestled in a bed of creamed spinach and covered with Hollandaise sauce.
  18. **Crawfish Etouffee:** (ay' too fay) "Smothered" with a dark roux (tomato-based sauce) of seasoned vegetables, poured over rice.
  19. **Souffle Potatoes:** Fried puffed potatoes, served with Bearnaise sauce. Legend has it that Collinet, French King Louis Phillippe's (reign 1830-1848) Chef unintentionally created soufflé potatoes by plunging already fried potatoes into extremely hot oil to reheat them when the King arrived late for dinner one night. To the Chef's surprise and the king's delight, the potatoes puffed up like little balloons.
  20. **Doberge Cake:** Multiple thin layers of cake alternating with dessert pudding, covered in a thin layer of butter cream and a fondant shell. Beulah Ledner opened a bakery in New Orleans in 1933. She became very successful after creating a Doberge cake adapted from the famous Hungarian/Austrian Dobos Cake, a cake made of nine génoise cake layers filled with buttercream and topped with a hard caramel glaze. Ledner replaced the buttercream filling of the Dobos Cake with a custard filling and iced the cakes with buttercream and a thin layer of fondant.

# 2012 SSS Awards

## RONALD C. WIMBERLEY ADDED TO THE SSS ROLL OF HONOR

(Editor's note: This article is based on the nomination letter submitted for Ron Wimberley's addition to the SSS Roll of Honor.)

Ronald Wimberley's evolution from rural school boy to a Ph.D. in Sociology began in West Monroe, Louisiana, and culminated with a Ph.D. at the University of Tennessee. But this was only the beginning. As a scholar, teacher, administrator, researcher, and "lobbyist" for socioeconomic development, Dr. Wimberley excelled in all these areas. Details of his accomplishments in all these areas is not possible here.



Dr. Wimberley's nomination was based on a summary of his contributions in three primary areas. These three areas are (1) his research and its outreach for improving life conditions in the nation's largest and most impoverished rural region, the Black Belt South; (2) the prevention of child abuse and therapeutic treatment of those who abuse children; and (3) his innovations and leadership in improving the national database on food and fiber production that is used in analyses by scientists and by government and businesses to develop policies and programs.

**1. Improving Quality of Life in the South and the Black Belt.** A major area of Professor Wimberley's accomplishments is his research and efforts to improve social and economic conditions in the Black Belt South. The Black Belt stretches across the 623 counties his research identified from the 11 Old South states where many of the nation's African-Americans live. The southern Black Belt is the largest, poorest, and most rural region of the United States.

*The Southern Black Belt: A National Perspective*, a book he wrote with Dr. Libby Morris of the University of Georgia, is widely used as the basis for regional and community development programs across the region. This book reveals the poor quality-of-life conditions of the Black Belt South and outlines an approach for bringing the region up to the level of well-being enjoyed in other U.S. regions. This book, plus Professor Wimberley's other applied efforts and publications, have been influential in the growing attention benefitting the Black Belt South.

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## RONALD C. WIMBERLEY ADDED TO THE SSS ROLL OF HONOR



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Professor Wimberley's work on the Black Belt South has provided issue awareness and basic information for scholars, officials, community leaders, and citizens about problems of the Black Belt that have been overlooked or ignored in decades during and since the 1960s concern with the "war on poverty." His work on the Black Belt helps other public and private organizations to address the Black Belt region's poor conditions. Some examples include: the Roland Foundation and the Association for Quality of Life in America used Wimberley's Black Belt research findings and recommendations as a basis for establishing community development programs in many of the Black Belt states; an alliance of historically black colleges and southern universities used Wimberley's Black Belt research to establish a regional program of education for food-related disciplines, supported by a grant from the Kellogg Foundation; in its major, 1938 to 1998 report, "Education and Progress in the South," the Southern Regional Education Board drew upon Professor Wimberley's work to show how poor conditions linger in the South.

These are but a few examples of the contributions of Wimberley's Black Belt research and outreach effort. Professor Wimberley has been recognized for such contributions by the Tuskegee University's George Washington Carver Award. He has also been inducted into Tuskegee's George Washington Carver Hall of Fame

**2. Child Abuse Prevention and Treatment.** The second of Professor Wimberley's contributions is a primary tool for preventing child abuse and for treating child abusers. This innovation emerged from his collaborative research and development of a test that measures one's potential to commit child abuse. The research began in the 1970s in collaboration with psychologist Joel Milner at Western Carolina University. Together, they used their multidisciplinary sociological and psychological knowledge to create a measure that successfully distinguished child abusers from people who do not mistreat children.

Their first study used a small but carefully matched sample of child abusers and control subjects who lived in rural, western North Carolina. The research objective was to develop a set of statements to which people would respond and which would distinguish known child abusers from persons of similar personal and social characteristics who were not child abusers. Unlike previous research, this test not only discerned the abusers from non-abusers, but it did so with an extraordinarily high degree of precision through statistical techniques Wimberley suggested.

Next, the researchers expanded the investigation to a large statewide sample and later to a multi-state sample of abusers and controls. Wimberley then used psychometric statistical techniques

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## RONALD C. WIMBERLEY ADDED TO THE SSS ROLL OF HONOR



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to extract and isolate several factors of child abuser characteristics from the reactions of the sample members to test statements. This analysis showed that some characteristics previously thought to be important in child abuse—such as loneliness—were not good predictors, but that others of the newly extracted and conceptualized dimensions—such as rigidity and distress—were very important in the prediction and explanation of child abuse. From the results, the final form of this measurement instrument was called the “Child Abuse Potential (CAP)” inventory. The CAP has been used by scientists who study child abuse and family violence, social service agencies, counseling services, and practicing psychologists as a diagnostic tool and as a basis for therapy.

Today, the Child Abuse Potential Inventory is used in every U.S. state, in Canada, and in other countries around the world. As of this year, over 240 research projects have been conducted on the CAP instrument. Furthermore, the instrument has been translated into and used in more than 27 languages.

**3. Maintaining and Improving the U.S. Food and Fiber Database.** Another area of Professor Wimberley’s work is his contributions to the national information base used to analyze, understand, administer, and manage food and fiber production in the United States. Since the mid-80s, he served on the U.S. Census Advisory Committee on Agricultural Statistics and served a term as chair of the committee. The U.S. Census of Agriculture is the nation’s primary database of statistics on food and fiber production and the characteristics of farms, ranches, and their operators.

**The Public Use Farm Sample.** Since its beginning in 1850, the Census of Agriculture had only reported county-aggregated statistics. Wimberley recognized that while this was adequate for many purposes, the county-level data did not accurately portray the dynamics of what was happening at the farm-unit level. County averages and percentages, for example, did not tell much about the mix of crop and animal production, expenses, resource use, and labor on individual farms.

Therefore, he proposed to the Bureau of the Census that a sample be generated from farms underlying the county aggregates the Census of Agriculture had customarily reported for nearly 150 years. Wimberley recommended that this large anonymous sample of farms be made available in addition to the county data for public use by researchers, agencies, organizations, and businesses. Wimberley led in promoting this public use sample of farms and in getting the Advisory Committee to recommend it to the Bureau of the Census. Upon the Bureau’s approval of

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## RONALD C. WIMBERLEY ADDED TO THE SSS ROLL OF HONOR



*(Continued from page 15)*

the concept, he then helped the agency develop procedures for the sample that would maximize its usefulness and assure the anonymity of each farm in the sample. The Public Use Farm Sample is essentially a new type of census data that is produced at essentially no additional cost. In 1994, the USDA presented to Wimberley its highest award, “The Honor Award,” for originating the Public Use Farm Census.

**Rescuing and Maintaining A Consistent Over-time Farm Definition.** From his position on the national advisory committee, he also led several successful efforts to keep the official, U.S definition of farms to be consistent and inclusive of the full range of agricultural production in the nation. Without Wimberley’s leadership, since 1985, in keeping an inclusive official definition of U.S. farms, as many as one-half of all farms would no longer be officially included in the nation’s agricultural data for use by environmental and health interests, farm groups, agribusinesses, agricultural scientists, or the many government programs that serve the needs of agriculture. This leadership also means that most of the farms operated by African-Americans and other minorities are still included in the nation’s agricultural database.

Despite his remarkable record of applied research and publications, Professor Wimberley was not an introverted scientist. He was thoroughly involved in a number of sociological organizations and was elected as president of the Rural Sociological Society, the Southern Sociological Society, and the North Carolina Sociological Society.

Robert L. Moxley  
Professor Emeritus  
Department of Sociology and Anthropology  
North Carolina State University

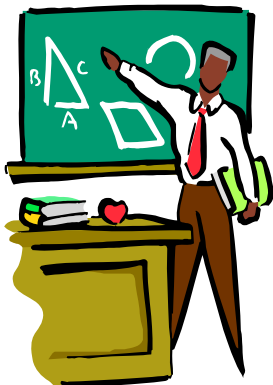


## Shirley Laska Named Distinguished Lecturer for 2012



**Shirley Laska** is professor emerita of sociology and founding past director of the Center for Hazards Assessment, Response and Technology at the University of New Orleans (UNO-CHART), an applied social science center that seeks to support the resiliency of communities at risk to environmental challenges. She has been conducting applied research on the social/environmental interface, natural and technological hazards, and disaster response, especially long-term recovery and risk reduction, for 25 years. Her work includes studies on residential flood mitigation, hurricane response, coastal land loss effects, coastal fisheries, community risk assessment and risk management for coastal hazards, use of information technology and GIS as support tools for disaster management, and evacuation of the vulnerable. She has presented her work at the National Academies of Science and before Congressional committees. Since Katrina her work has been focused specifically on lessons to be learned from the event, especially in the realm of community recovery and hazard resiliency both in the urban and nonurban setting. This work emphasizes Participatory Action Research (support of communities for self determination of resiliency efforts) in both slow onset – coastal land loss and sea level rise—and abrupt major disaster events – hurricane Katrina and the BP oil leak. She is the 2008 recipient of the American Sociological Association’s Public Understanding of Sociology Award for her continual collaboration with physical scientists and her presentations nationwide on Katrina/Rita impacts, and awards from the ASA Environment and Technology Section, the Rural Sociological Society’s Natural Resources Research Group, and the Association of Applied and Clinical Sociology. She is past president of the Southern Sociological Society.

The topic of the SSS Distinguished lecture is "**Invigorating Research.**" Dr. Laska describes the background for this lecture as follows: Disasters stimulate sociological thinking so incredibly. Assuming that “interesting” is a term that we should strive for (conceptualized of course robustly), I thought it would be interesting to engage sociologists in asking if they struggle with the issue of seeking intellectual stimulation to do exciting research and how they deal with the challenge, other than to join us disaster ground zero “junkies.” I’ll parse what it is about disasters that make them so intellectually stimulating, seeking qualities that might merge for research in general. I wake up each day wishing to be able to be cloned because there are so many interesting sociological questions that “demand” study from these disasters with which I deal.



# The Teaching Corner



Christine Wernet  
University of South Carolina Aiken

## Committee on Sociology in Community and Small Colleges

Chair: Amie Hess, Meredith College, [hessamie@meredith.edu](mailto:hessamie@meredith.edu)

Siti Kusujarti, Warren Wilson College, [skusuji@warren-wilson.edu](mailto:skusuji@warren-wilson.edu)

Christine Wernet, University of South Carolina Aiken, [christinew@usca.edu](mailto:christinew@usca.edu)

Sandra Godwin, Georgia College and State University, [Sandra.godwin@gcsu.edu](mailto:Sandra.godwin@gcsu.edu)

Jennie Weil, Winthrop University, [weiljh@winthrop.edu](mailto:weiljh@winthrop.edu)

Sandra Weissinger, Southern University of New Orleans, [sweissinger@suno.edu](mailto:sweissinger@suno.edu)

## Work of the Committee

The Committee on Sociology in Community and Small Colleges (CSCSC) is hard at work planning a new slate of teaching-focused sessions for the upcoming meetings in New Orleans. If you have any suggestions for Teaching Mini-Conference session topics, or are part of an SSS organization that would like to co-sponsor a session please email Amie Hess, the committee chair, ([hessamie@meredith.edu](mailto:hessamie@meredith.edu)) or any other committee member.

As always, the Committee welcomes all ideas to increase the presence of small and community colleges faculty and students in the SSS. The CSCSC has also begun a focus on increasing the focus on and support for undergraduate education and educators at the annual SSS meetings. Please send ideas to Amie Hess ([hessamie@meredith.edu](mailto:hessamie@meredith.edu)) or any committee member. And be on the lookout for upcoming calls for participation in the Teaching Sociology Mini-Conference.

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# The Teaching Corner

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## Teaching Exercise

*Applying Sociology to a Film*  
Susan Ambler

**Goal:** Viewing a film provides a great opportunity for students to use their sociological imaginations that they have been developing in their Introductory Sociology course. Students can identify examples of all kinds of sociological concepts such as subculture, socialization, deviance, total institution, etc. as they view the film. In addition, students may envision how sociological theories could be useful to explain a situation in the film. So, by showing a film in class, the exercise provides an opportunity for students to apply and integrate concepts and theories they have been learning gradually throughout their introductory sociology course. This assignment could possibly be applied to other courses as well.

**Procedure:** Select a film that fits the emphasis of the course. Approximately half to two-thirds of the way through the term begin viewing the film in class. It is preferable to watch the film in consecutive class periods so that students don't forget the sequence of events. It is also possible to assign students to watch the film outside class, but access to the film could become an issue. Suggest that students take notes as they watch, so that they will be able to remember details as they write about the content of the film. Assign a paper to be due before the end of the course. Indicate the minimum word length, so that students have some idea of how extensive an analysis of the film is minimally required. I use 1250 words as my minimal standard. Since students are focusing on the use of concepts and theories in their analysis, part of the evidence of their understanding of those concepts and theories should be some discussion of what those concepts and theories mean before indicating the situation in the film that applies. In order to do this task in a scholarly manner, I require students to cite an appropriate definition or discussion from the textbook. Also indicate what other items students should include in their papers, such as a Works Cited page and a word count at the end of the paper so that they and you can be more confident that they have met the length requirement. Advise the students to not focus on providing you with a summary of the plot, but what you are interested in is the student taking on the role of a sociologist and using the tools of a sociologist.

**Problems Encountered:** I have encountered at least a couple of problems with this assignment. First, some students do not understand what application of concepts and theories means. They either discuss the plot of the film and don't provide sociological analysis, or do use concepts but make no effort to document their use of concepts and theory with the textbook. I prefer to add this documentation step because there are some students who have the mistaken impression about the meaning of certain concepts and this step helps students to clarify for themselves what the concept means in the field of sociology (e.g., socialization). In addition, one of the adjustments I made when I saw that a number of students struggled with the assignment

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# The Teaching Corner

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when I first began to use this exercise, was to require a partial rough draft due about 10 days before the final rough draft so that students could receive feedback from me regarding whether they were applying concepts and theory appropriately. This step improved students' grades significantly! However, the obvious drawback is that the step tremendously increases grading time as well.

A second problem I have encountered is a perennial one with written assignments: plagiarism. When students hand in a paper with no citations that sounds like a film review, then that, of course, is often a clue of a student having gone to the web for assistance and not documenting it. Although I believe by requiring students to document their writing with the textbook helps to minimize this issue, I have still had cases of plagiarism from time-to-time, so I now require students to upload their papers to the Turnitin website that checks the paper for potential plagiarism problems. With this tool one is more likely to discover the student who has resorted to dishonesty rather than investing time and energy to develop her/his intellectual skills.

**Suggestions about what to analyze** depending on the film (this could be placed in the assignment):

- Describe the culture or subculture. What is its way of life? How is it unique from other cultures that you have observed? How is it similar?
- What are the norms that govern people's behavior in the culture/subculture? How do those norms compare to ours?
- Apply any of the three theoretical perspectives we have studied, the functionalist, conflict, or symbolic interactionist.
- What do you observe about socialization in the film? Were people being resocialized? How?
- In your analysis, what image(s) of the self was(were) being presented? Were people's self-concepts being influenced? How? By whom?
- What kind of power does the major individual/character have, if any? Was he/she a leader? What kind of leader? How effective was he/she in influencing others?
- Was he/she deviant? Apply theories of deviance to explain the individual's behavior. What kind of social control is being used?
- Analyze the stratification system. What are its characteristics? How does it affect the rest of the society? How does the stratification system affect people's lives?
- What is the nature of the social institutions depicted in the film? Examine the nature of the family, education, religion, the political institution, and the economy. How did most people make a living?

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# The Teaching Corner

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## Films I have used:

- *The Shawshank Redemption*, 1994
- *Gandhi*, 1982
- *Hotel Rwanda*, 2004
- *Crash*, 2004
- *Matewan*, 1987
- *The Color Purple*, 1985
- *The Mission*, 1986
- *To Kill A Mockingbird*, 1962
- *Cold Mountain*, 2003
- *One Flew Over the Cuckoo's Nest*, 1975
- *The Great Debaters*, 2007
- *When the Levees Broke*, 2006

## Faculty Spotlight

### Susan Ambler Maryville College

Susan Ambler is an Associate Professor at Maryville College in Maryville, Tennessee. She received her bachelor's in sociology from the University of Oklahoma and M.A. and Ph.D. from The Ohio State University. She currently teaches courses in Introductory Sociology, Social Problems, Research Methods, Population, Appalachian Culture, and Senior Thesis. She also teaches interdisciplinary core courses on Perspectives on the Environment and Perspectives on the Social Order—Inequality.



Susan is President of an organization called Just Connections, which is a nonprofit collaboration between several colleges and community organizations who partner with each other to work to bring about change in their communities. The tools they use are service-learning and community-based research. Susan has worked on a grant program in the past as well as organizing conferences, and a program called Vision in Action in which the host of a meeting shows how the college and the community organization carries out their partnership in working with

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# The Teaching Corner

(Continued from page 21)

students to improve the community. Those who attend these Vision in Action meetings are able to take home what they learn to apply with their own partnerships. Susan has worked with several local organizations to assist in their research and written research reports in some cases: Cades Cove Preservation Association, Blount County Drug Court, and African Americans in Appalachia and Blount

County. Susan has served on the ASA Task Force on Institutionalizing Public Sociology from 2004-2008. She also contributed to the chapter on a "Career Guide for Public Sociologists" in the recently published book, *Public Sociology: Research, Action, and Change*, edited by Philip Nyden, Leslie Hossfeld, and Gwendolyn Nyden, which was an outcome of the work of the Task Force. Susan integrates both her teaching and research by involving students in service-learning projects in her Social Problems class and community-based research projects in her Research Methods and Appalachian Culture classes.

## Websites for Teaching about Sociological Issues

This is a list of websites useful for identifying classic and current films:

### Feature Films:

- <http://www.classicmovies.org>. Go to Feature Articles, then Movie Checklists, then 200 Favorite Films for a list of films that are possibilities.
- <http://www.nytimes.com/ref/movies/1000best.html>. The site draws from *The New York Times Guide to the Best 1000 Movies Ever Made*.
- <http://movies.yahoo.com/feature/100-movies-to-see-before-you-die.html>. The site provides another list that is useful.

### Documentary Films:

- <http://sociologythroughdocumentaryfilm.pbworks.com/w/page/17194965/FrontPage>. This is a fantastic site created by Dr. Jessie Daniels, Hunter College. It is now an open source wiki in which films are organized by sociological topic. Explore the site or contribute!
- <http://www.wmm.com/>. Women Make Movies is a multicultural, multiracial, non-profit media arts organization which facilitates the production, promotion, distribution and exhibition of independent films and videotapes by and about women.

# Opportunities

## Call for Papers

*Poverty in America: Health and Well-Being Among the Vulnerable*  
edited by Kevin Fitzpatrick.

This three-volume interdisciplinary collection will explore the challenges and solutions in addressing the public health crisis among America's poor. While providing both theoretical and empirical insights, contributors will be asked to prepare manuscripts for one of the three volumes. The first volume explores the general challenges of health and health care among the low and no-income population; a second volume is devoted exclusively to health and health care issues among the homeless; and a third volume focuses on the link between health and place and its impact on America's poor. Potential contributors are asked to propose a chapter for one of these volumes. Email a proposal of no more than 900 words, and a two-page CV to Kevin Fitzpatrick ([kfitzpa@uark.edu](mailto:kfitzpa@uark.edu)). Deadline: September 15, 2011. For more information go to: <http://sociology.uark.edu/3550.php> and click on the "Poverty and Health in America" link.

## 2011 Reports and Minutes

Full text of the reports of all SSS committees as well as minutes of the Executive Committee meetings and annual Business Meeting are available at

<http://southernsociologicalsociety.org/assets/gov%20documents/2011%20Executive%20Committee%20Agenda%20and%20Minutes%20Final.pdf>

# Demographic Transitions

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**R**onald C. Wimberley, William Neal Reynolds Professor of Sociology and a faculty member for 40 years at North Carolina State University, died July 26, 2011. He was 68.

Wimberley was well known for research on sociological factors that impact living conditions in the 11-state rural Black Belt South. However, his work went beyond research to include efforts to address the social and economic problems of the region.

His research also focused on religious commitment, civil religion, and political behavior. His work on an official government definition of farms helped assure government services for diverse types of farms, including those operated by minorities. He studied post-Soviet change in Russian communities and led a United States and Russian team advising how to privatize Russian communities and farms.

In April, Wimberley was named the 2012 winner of the Southern Sociological Society's Roll of Honor Award, the group's highest recognition. The society's 2012 annual meeting will feature several sessions on Wimberley's work. He was named the 2010 Distinguished Rural Sociologist by the Rural Sociological Society and received its highest honor last August.

Wimberley joined the College of Agriculture and Life Sciences faculty at NCSU in 1971 as an instructor. He was named assistant professor the following year, at the same time he earned a doctorate from the University of Tennessee. He served as head of the Department of Sociology and Anthropology from 1981 to 1985 and was named a William Neal Reynolds professor in 1996.

The family suggests that memorial contributions be made to the Crohn's and Colitis Foundation of America, the American Cancer Society, the endowment fund for NC State's College of Agriculture and Life Sciences or the endowment for the University's Department of Sociology and Anthropology.

(Adapted from an article appearing in the *North Carolina State University Bulletin* (<http://www.ncsu.edu/faculty-and-staff/bulletin/2011/07/rural-sociologist-wimberley-dies/>) by Dave Caldwell.)

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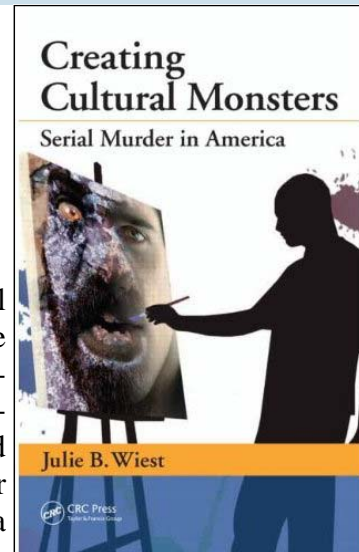


# Member News

## *Creating Cultural Monsters: Serial Murder in America*

Julie B. Wiest  
High Point University

**Description:** A unique and comprehensive explanation of serial murder, this book draws on the years of dedicated research of Julie B. Wiest. The book examines connections between American culture and the incidence of serial murder and draws clear and well-supported conclusions. Dr. Wiest presents six empirically supported arguments that have the potential to revolutionize how serial murder is understood, studied, investigated, and brought to light, including a sociological context as to why most identified serial murderers are white males. This text is suitable as a reference as well as a textbook for serial murder, serial violence, and criminal profiling courses.



### **Details**

Hardcover: 243 pages

Publisher: CRC Press; 1 edition (June 3, 2011)

Language: English

ISBN-10: 1439851549

ISBN-13: 978-1439851548

**Julie B. Wiest** is an assistant professor of communication and sociology at High Point University in High Point, North Carolina. She earned a doctorate in sociology from the University of Tennessee and master's degree in journalism and mass communication from the University of Georgia. Wiest has studied serial murder for many years, conducting original research for her master's thesis and doctoral dissertation and presenting findings at conferences across the country. Wiest also has nearly a decade of experience in print and electronic journalism and published a book in 2006 titled *We Were There*, a compilation of the World War II narratives of 30 veterans.

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*Immigration and Women:  
Understanding the American Experience*

Susan C. Pearce  
Elizabeth J. Clifford  
Reena Tandon

*Immigration and Women* is a national portrait of immigrant women who live in the United States today, featuring the voices of these women as they describe their contributions to work, culture, and activism. Highlighting the gendered quality of the immigration process, *Immigration and Women* interrogates how human agency and societal structures interact within the intersecting social locations of gender and migration.

Table of Contents

1. “We Can’t Go Back”: Immigrant Women, Intersections, and Agency

**Part I: Who They Are**

2. “Your Story Drops on You”: Who Are These Women?

**Part II: How They Come**

3. “I Had to Start Over”: Entering through the Front Door

4. “I Had to Leave My Country One Day”: Entering through the Back Door

**Part III: What They Do**

5. “I Am Not Only a Domestic Worker; I Am a Woman”: Immigrant Women and Domestic Service

6. “Mighty Oaks”: The Entrepreneurs

7. “There Is Still Work to Do”: Immigrant Women in Gender-Atypical Occupations

8. “Always in Life, We Are Ripping”: Culture Work

**Part IV: Where They Are Going**

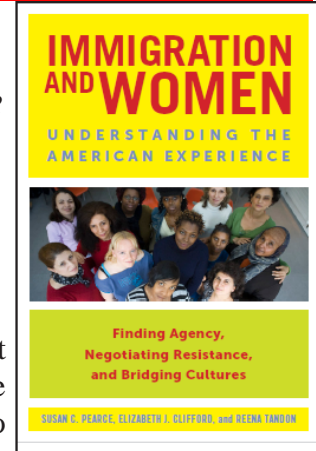
9. “Misbehaving Women”: The Agency of Activism

10. “Making History”: Drawing Conclusions, Looking Forward

**Susan C. Pearce** is Assistant Professor of Sociology at East Carolina University and coeditor of *Reformulations: Markets, Policy, and Identities in Central and Eastern Europe* and *Mosaics of Change: The First Decade of Life in the New Eastern Europe*.

**Elizabeth J. Clifford** is Associate Professor of Sociology at Towson University, where she is also Director of American Studies and Coordinator of the Baltimore Immigration Summit.

**Reena Tandon** is Sessional Lecturer in South Asian Studies at the University of Toronto and Coordinator of Service Learning at Ryerson University, Toronto, and the author of *Contemporary Hindi in Australia*.



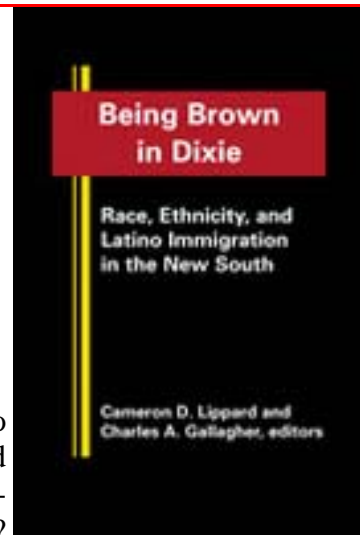
# Member News

## *Being Brown in Dixie: Race, Ethnicity, and Latino Immigration in the New South*

edited by  
Cameron D. Lippard and  
Charles A. Gallagher

**Description:** How has the dramatic influx of Latino populations in the U.S. South challenged and changed traditional conceptions of race? Are barriers facing Latinos the same as those confronted by African Americans?

The authors of *Being Brown in Dixie* use the Latino experience of living and working in the South to explore the shifting complexities of race relations. Systematically considering such central issues as hiring, housing, education, and law enforcement, they emphasize the critical social and policy implications for new gateway communities and for our society as a whole.



### Contents

- Introduction: Immigration, the New South, and the Color of Backlash—*the Editors*.
- The Shifting Nature of Racism—*R.O. Jackson*.
- Intergroup Relations: Reconceptualizing Discrimination and Hierarchy—*H.B. Marrow*.
- Racialized Histories and Contemporary Population Dynamics in the New South—*E. Diaz McConnell*.
- The Myths of Millions: Socially Constructing "Illegal Immigration"—*S. Bohon and H. MacPherson Parrott*.
- Integrating into New Communities: The Latino Perspective—*E.C. Lacy*.
- Unfair Housing Practices in Black and Brown—*S.J. Sills and E. Blake*.
- The Public Schools' Response to the Immigration Boom—*A. Wainer*.
- Southern Crime and Juvenile Justice—*O. Rodriguez*.
- Racializing Hiring Practices for "Dirty Jobs"—*C.D. Lippard*.
- Organizing Labor in a Right-to-Work State—*F. Coin*.
- Anti-Immigrant Mobilization in a Southern State—*P. Luebke*.
- The Rise of Latino/a Political Influence—*L.M. Martinez*.
- Success Stories: Proactive Community Responses to Immigration—*W.E. Baker and P.A. Harris*.
- Conclusion: Southern Location, National Implications—*the Editors*.

**Cameron D. Lippard** is assistant professor of sociology at Appalachian State University.  
**Charles A. Gallagher** is professor of sociology at La Salle University.

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# Departmental News

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## Flagler College Social Sciences Club Wins Society Grant to Host Distinguished Lecturer

Casey Welch, Professor of Sociology, Flagler College ([cwelch@flagler.edu](mailto:cwelch@flagler.edu))  
Maxine Young, Media Relations Officer, Social Sciences Club, Flagler College

The Southern Sociological Society honors one of its members with the title of Southern Sociological Society Distinguished Lecturer. The honoree receives an honorarium and gives a minimum of two public lectures at SSS region colleges or universities. The Society also offers a grant to schools that could otherwise not afford to bring the scholar. As a recipient of the 2010-11 grant, the Flagler College Social Sciences Club enthusiastically endorses this new honor and grant and would like to share how it positively impacted our College and Sociology Program.

Larry Isaac, Professor Vanderbilt University and Co-Editor of the *American Sociological Review*, was the 2010-11 Distinguished Lecturer. His topic was “‘Music City as Movement City’: The Special Place of Nashville in the Southern Civil Rights Movement.”

In Fall 2010, the Social Science Club (SSC) at Flagler College (St. Augustine, Florida) discussed the grant and Dr. Isaac’s research. The connections between his work and our city were strong. St. Augustine was a pivotal city in the Civil Rights Movement, and the city was just beginning to acknowledge that history. Private groups were erecting plaques at relevant places in the city, offering tours, and preparing to unveil a long-awaited monument to the St. Augustine Foot Soldiers (front line activists of the Civil Rights Movement).

The Club officers and faculty sponsor, Casey Welch, submitted an application for the grant. The Club was newly formed, and the officers were busy trying to establish an identity for the Club as well as run several events. With a budget of only \$200, the grant was the only way we could bring a distinguished scholar to campus.

The Dean of Academic Affairs agreed to book the flight and bed-and-breakfast and to cover expenses above the SSS grant. Kyle Jennette, a Senior in Psychology, had the honor of being the liaison between the Club and Dr. Isaac.

The next day Dr. Isaac spoke with students in the *Sociological Research Methods* class and those participating in a non-credit seminar that was preparing them for presentations at the SSS 2011 Conference. In the latter seminar, Dr. Isaac listened to each student present her or his research and analysis and then offered one-on-one suggestions. By their own assessment, this

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greatly improved their conceptual understanding of their data and in some cases radically altered the students' theoretical models.

We kept him active outside of the classroom, as well. We gave him four tours—a historical tour of Flagler College led by Club members, a tour of Ambassador Andrew Young's Civil Rights archives housed in the College Library, a “Walking Civil Rights Tour” through the Lincolnville neighborhood led by local historian David Nolan, and a classic Ghost Tour led by a student and professional tour guide. And evenings were booked with walks and meals out, including a fun meal with officers from both the SSC and Human Rights Advocates Club.

All these events were great, but the planned highlight, his lecture, proved to be the actual highlight. We advertised the event for over a month using fliers, radio PSAs, event listings in all the area media, press releases (for instance, *Florida Times Union*, 26 Feb 11, B-4), mass emails, social media, announcements to learning communities, emails and word of mouth to the Foot Soldiers Remembrance Project and other community organizations, and invitations to all Northeast Florida Colleges and Universities (NEFCU). Flagler College Human Rights Advocates Club co-sponsored this talk, and their Media Relations Officer, Katie Kangas, offered great assistance.

These efforts paid off. Attendance was at nearly 100, including foot soldiers, two Deans, professors, politicians, students, and community members from as far away as Jacksonville and Daytona.

The images he showed and stories he relayed about the Civil Rights Movement in Nashville connected strongly with this community. St. Augustine had entrenched racism and gripping Jim Crow laws, but it also had profound Civil Rights protests. Dr. King, Andrew Young, and other national leaders organized activists here, and many shocking stories and images came out of those protests.

Individuals and institutions in the city are beginning to acknowledge this past only in recent years. Two recently released documentaries explore the St. Augustine Civil Rights Movement and contemporary racial issues, *Dare Not Walk Alone* (by Flagler College student Jeremy Dean) and *Crossing in St. Augustine*, about Andrew Young. The Foot Soldiers Remembrance Organization was preparing to unveil its monument after seven years of fundraising. Privately-funded plaques commemorating key points in black history and the Civil Rights Movement (e.g. sit-ins and meeting houses) have been erected throughout the city. Flagler College held its first Black History Month series in 2010, and was hosting the forthcoming monument unveiling. People in the audience were involved in these and many other Black Heritage efforts.

Dr. Isaac's visit was a resounding success for students and the community at large. The opportunity to meet a professor from a school with a prestigious graduate program and hear about his own research served as an inspiration for students, especially those aspiring to graduate school. His lecture and question and answer session informed the community audience, as well, and demonstrated the irreplaceable value of academic research.

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# THE SOUTHERN SOCIOLOGICAL SOCIETY

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

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

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

Members receive *Social Forces* and online access to *The Southern Sociologist* and to a membership directory. An annual meeting is held in the spring, usually mid-April. Membership is open to any person who can assist in promoting the objectives of the society. Persons wishing to join SSS may send dues directly

to the Secretary-Treasurer. Please include your first middle and last name, address, phone number, where employed, and gender. For statistical purposes, we also ask you to include your race and/or ethnic group and three areas of specialty.

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

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

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

Dr. Stephanie Bohon  
Secretary-Treasurer  
PO Box 16239  
University of Tennessee  
Knoxville TN 37996  
To pay online go to

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

## THE SOUTHERN SOCIOLOGIST

Editor  
**Robert H. Freymeyer**  
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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: December 15, 2011**